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ABSTRACT

The existence of problems in libraries has two significant dimensions: the theoretical and the practical even though to a large extent problems occur mainly in the minds of people. The orientation of this manual is therefore entirely practical and introductory to the point of being useful with any library staff regardless of size. Even librarians of some communicative sophistication will find the manual helpful in working towards staff development. No claim is made for the originality of the material in this manual and this is probably the strength of its usefulness to the practicing librarian. The materials and methods have been tried out in numerous contexts and for numerous problem-solving purposes. What is original with this manual, however, is the selection and arrangement of the material based upon the consultant work undertaken by the Communications Research and Media Center, Graduate School of Library and Information Sciences, University of Pittsburgh. (For related documents see: LI 004 133, ED 048 902, ED 049 801 through 049 804, and ED 054 840-054 841.) (Author/NH)

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COMMUNICATIONS MANUAL

FOR LIBRARIANS

Patrick R. Perland
Graduate School of Library and Information Sciences

1972
University of Pittsburgh
Pittsburgh, Pennsylvania 15213

ED 071730

LI 004 134

(Discourse Units in Human Communication for Librarians)

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INTRODUCTION

"What, if anything, can I do in my library with staff members who have never heard of interpersonal communication?" Questions similar to this occur daily, especially with those who have been exposed for the first time to communications for librarians. Such questions indicate the existence of problems for which librarians do have the methods for working out solutions.

The existence of problems in libraries has two significant dimensions: the theoretical and the practical even though to a large extent problems occur mainly in the minds of people. The orientation of this manual is therefore entirely practical and introductory to the point of being useful with any library staff regardless of size. Even librarians of some communicative sophistication will find the manual helpful in working towards staff development.

No claim is made for the originality of the material in this manual and this is probably the strength of its usefulness to the practicing librarian. The materials and methods have been tried out in numerous contexts and for numerous problem-solving purposes. What is original with this manual, however, is the selection and arrangement of the material based upon the consultant work undertaken by the Communications Research and Media Center, Graduate School of Library and Information Sciences, University of Pittsburgh.

It is important to note that this manual does not exist in conceptual isolation as do so many texts in librarianship. This is important for two reasons. Those who take the communications route to library problems will find that the principles and theories of communication release them for creative program development undetermined by the dictates of professional fashions. In addition, the literature of "how-to-do-its" as exemplified by this manual is voluminous. As the librarian increases in communicative sophistication, he can exploit this literature for his own purposes rather than relying only upon a manual of this type.

Those librarians who wish to increase their own communication effectiveness may find the following publications of use. These publications in the series, "Discourse Units in Human Communication for Librarians," provide the conceptually interlocking models and principles of library communications upon which this manual is based. All of these publications may be obtained from the Bookcenter, University of Pittsburgh.

PUBLICATIONS REVISED PRICES
September 1, 1972

INDIVIDUAL COMMUNICATION SERVICES:

- Advisory Counseling for Librarians 179 p. \$3.00
Interviewing for Counselor and Reference Librarians 137 p. \$2.50

GROUP COMMUNICATION SERVICES:

- Communications Management of Human Resources 243 p. \$3.50
Leadership Development for Librarians 107 p. \$2.50

COMMUNITY COMMUNICATIONS SERVICES:

- Floating Librarians in the Community 261 p. \$3.50
Media Designed Programs for Librarians 54 p. \$2.00

GENERAL COMMUNICATIONS BACKGROUND:

- Communications for Librarians 185 p. \$3.00
Communications Research for Librarians 225 p. \$3.50
Communications Manual for Librarians 164 p. \$3.50

The following roles and beginning specializations in interpersonal and mass communications are performed by helping professionals regardless of administrative affiliation such as type of library. Each of these roles includes a number of professional skills which are put to use for, and adjusted to the needs and concerns of any individual, group or community regardless of demographic characteristic or category. The purpose of the following references is to indicate a few, seminal works which have established a human helping profession for librarians as distinct from the infrastructure "profession" of library and information science.

Dyad:

Counselor librarian
Developmental interviewer
Bibliotherapist
Readers advisor
Action bibliographer
Resource tutor
Reference retriever

Group:

Adult educator
Discussion leader
Program planner
Instructional designer
Group trainer
Meeting organizer

Community:

Street librarian
 Floating librarian
 Communications leader
 Mass communicator
 Media consultant
 Program producer
 Film designer
 Community organizer

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LEADERSHIP SELF-DEVELOPMENT PLANNING SHEET

Goals

Resources to Help Me

I want to develop knowledge about:

.....
.....
.....

I want to develop increased understanding of:

.....
.....
.....

I want to develop the following attitudes:

.....
.....
.....

I want to develop skill in:

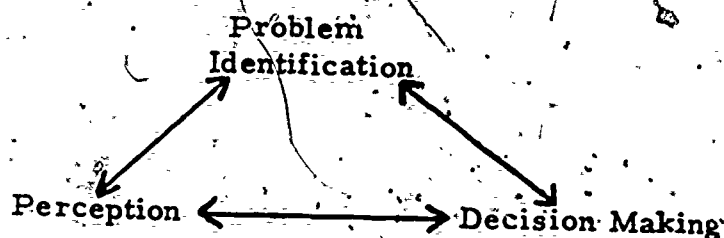
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COMMUNICATION

The major problems confronting any organization as it begins a new program are related to identifying problems, setting viable goals, and identifying factors which will serve to inhibit or facilitate goal attainment, as well as defining appropriate courses of action. These problems are closely analogous to the basic steps in a management decision process:

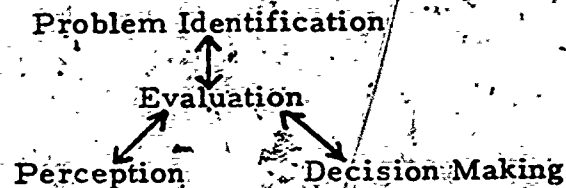
- Define the problem.
- Determine the assumptions and/or limitations which affect the solution.
- Identify possible courses of action.
- Isolate the decision criterion (or criteria).
- Determine and compare the possible outcomes and the probability of success in reaching the objectives for the various courses of action.
- Make the decision (select a course of action).
- Monitor the results of the decision.

Solutions for these problem areas are inextricably bound into a basic human process which includes communication, perception, and judgment or selection of alternatives. The process might be diagrammed as:



An effective evaluation design focuses upon providing timely and relevant information. Evaluation can be a major factor in deriving the necessary solutions to these problems... Specifically, evaluation is defined as the process of examining certain objects and events before considering specified value standards, for the purpose of making corrective or adaptive decisions. Evaluation processes should provide decision-makers with information specifically related to a given value

and which will improve the quality of decisions made. The intent is not to imply that evaluation will insure perfect decisions. However, decisions or judgments based upon appropriate information will be better than chance and qualitatively improved. Diagrammatically, evaluation may be perceived as supporting the decision process in this way:



Depending upon the point in time when it is applied, and the purposes being served, the "power" of effective evaluation is directly related to deriving, defining, describing and disseminating the various components of an operation (whether it be a training institute, research project, etc.). These "powers" are defined as follows:

Derive:

Who has what problems; what alternative courses of action are available and which should be followed; what should be the objectives for the operation?

Define:

How should the operation (project, study, institute, etc.) proceed; what criteria should be associated with each objective; what are the operational contingencies?

Describe:

What actually occurred, i.e., what strategies were employed to pursue specific objectives; what were the results of employing that strategy; what management procedures were employed and the effects of their employment; were the strategies employed those which were planned; if not, how were they different?

Disseminate:

What effects has the operation (project, institute) upon participants and their social context; how reliable might one expect the operation to be in another context?

Solutions to problems are attained through the process of defining the context within which a project is functioning. This process is one of implementing strategies which can give meaning to decision points.

of concern. Inherent within the process are various issues related to the philosophies professed by decision-makers, interpersonal dynamics, psychological definition procedures, and measurement.

Of special significant in this definition process, is the notion that constructs, as defined by measurement theorists, are not as useful to the evaluation as operational definitions. Evaluation must focus upon reducing abstractions, i.e., making the total project or program more meaningful to all those involved.

Defining an operational context for a project as well as establishing a clear purpose, are two important tasks confronting those charged with the responsibility for successful operation of a project or program. First, what the various decision-makers are attempting to do must be clearly delineated and second, the theater of operation must be defined. Until such time as the total context is identified and defined, including specific criteria or standards for success, it is very unlikely that a program can be either completely successful or adequately evaluated.

Persons in Organizations:

There are five dimensions along which persons in organizations typically develop. They have to do with clarity about membership, influence, feelings, individual differences, and productivity. People joining an organization tend to concern themselves with these dimensions in the following order:

Membership: When you become part of an organization, the first thing you care about is what it will mean to be a member. How will others expect you to act? When should you speak and how do you go about it? If you say something as a joke, will others laugh or will they think you were serious? Is it all right to come late, to leave early, to smoke, to dress informally? Will membership in this organization facilitate or conflict with other roles you have in life? Will others in the group hold the same values and attitudes as you? Will membership in this organization be stimulating, boring, exciting, threatening, rewarding, inconsequential?

Influence: As the meaning of membership becomes clear, your attention generally turns to questions of influence. Who forms leadership of this organization? Is there an informal leadership system? How do decisions get made? In what ways

do people try to influence each other? Are individuals open to letting others influence them? What opportunities are there for you to influence or carry leadership functions? Are there individuals in the group who care more about the power of being leaders than they do about the goals and issues of the group?

Feelings: As norms of membership and influence become clear for you, the expression of your feelings becomes increasingly important. When others like an idea of action do they say so? When there is boredom, frustration or anger is this shared openly so that it can be worked out constructively? Can you express your feelings freely as they occur so that you don't have to bottle them and let them build up to a point where they burst through inappropriately? Do people wait until they "get out the door" to tell one or two colleagues how they "really felt about the meeting"? Is the expression of negative feelings seen as honest feedback that can help, rather than a destructive attack? Is expression of positive feelings seen, again, as honest feedback, rather than simply trying to influence or "gilding the lily"?

Individual Differences: Each member of an organization represents certain unique experiences, knowledge and skills. Few organizations seem to reach a point where they take maximum advantage of these individual differences. It's rather common for members of a group to reach a level of participation where each can work with those who are pretty much the same as himself. If the organization membership works at it skillfully enough the members may begin to be able to both recognize and value the individual differences that each possesses. A new set of questions takes on meaning. Do the members take time and effort to learn each other's experiences, attitudes, knowledge, values, skills, and ideologies? Does each work at sharing his own ideas in order to get others' reactions and different ways of looking at issues? Do they let each other know that they appreciate these differences even when they don't necessarily agree with them?

Productivity: Most organizations exist for a purpose that involves some kind of product. It might simply be to have fun together. It might be to build better mouse traps or to improve the learning experiences of children. The product of many groups seems to

tend toward being a "lowest common denominator" or the potential which the individuals in the organization are capable. The level of creative productivity an organization can reach depends upon how norms of membership, influence, feelings, and individual differences get worked out. Ideas of different individuals can be combined into better new ideas which no one alone might have considered. How much energy goes into arguing about which ideas are "better" or "right" as compared to energy spent on developing new ideas from combining old ones? Is effort spent diagnosing situations in order to bring out underlying issues? When problems are raised, is there a value in working them through thoroughly as opposed to moving quickly to taking action? Do members take the time to seek your reactions and ideas? Do the norms of the group's organization support your having time and ways to give your reactions and ideas?

There are two kinds of results when an organization works out these five dimensions of its growth. One concerns the way that tasks are accomplished. Tasks may be accomplished efficiently or inefficiently, thoroughly or only partially, with high quality or in a shoddy manner. The other kind of result has to do with maintenance of the group. There may be high esprit de corps when individuals are pleased and excited to be members. There may be confusion and frustration where individuals readily leave the organization or spend their energy in opposing and resisting the organizational goals.

CRITICAL INCIDENTS IN TRAINING:

Making short-term training institutes meaningful to participants is a difficult task. Typically, little is known about participants before the institute starts and it is difficult to build in "feedback" loops of only a few hours duration. Since many of the activities in an institute are based upon small group work, it is very important that all quickly learn what types of problems have been confronted.

To expedite this process, please provide detailed descriptions of events in which the behavior described represents particularly effective or ineffective performance by one of your staff members, or yourself. The situation may be a dyad, a group, or a community. This information will be used in the various problem solving procedures during the workshop.

On the following two pages, please provide specific examples of behavior which you have observed, or have been involved in, and which you feel to be good examples of either superior or inferior performance. Each of your examples should be a factual description of an event which:

1. You observed or were involved in as a participant.
2. Involved a particularly effective or ineffective consequence.
3. Had a clear-cut consequence.

It is a particular segment of behavior, rather than an individual, which is being described when one contributes an incident. This distinction is crucial. The focus must be on an EVENT which occurred and NOT on an individual judged to be particularly outstanding. Limit your descriptions to those events which "made a difference."

However, the examples need not be highly dramatic. They can focus upon situations and events which occur frequently in "every day life." Also, since "every day life" can be very complex, it would not be unusual to find examples of both effective and ineffective behavior reported for the same individual.

Critical incident identification and analysis is always related to something, some context in which library personnel is involved. Since libraries do not exist to give jobs to librarians, the context or referent will of necessity include the needs and concerns of real people who live in communities, work in groups, and attempt to grow continuously as individuals.

EFFECTIVE

From your experience, think of the most recent situation in which you either observed or experienced something that impressed you as an outstanding example of effective professional performance.

1. What was the situation: (Briefly describe relevant aspects of the background of the incident.)
2. How experienced are you, or the person observed? (Highest degree held, years of experiences, etc.)
3. Exactly what did you, or the person observed, do? (Continue on the other side of the page, if necessary.)
4. Why was this behavior (action) particularly effective; what less effective behavior might be expected in a situation like this?

INEFFECTIVE

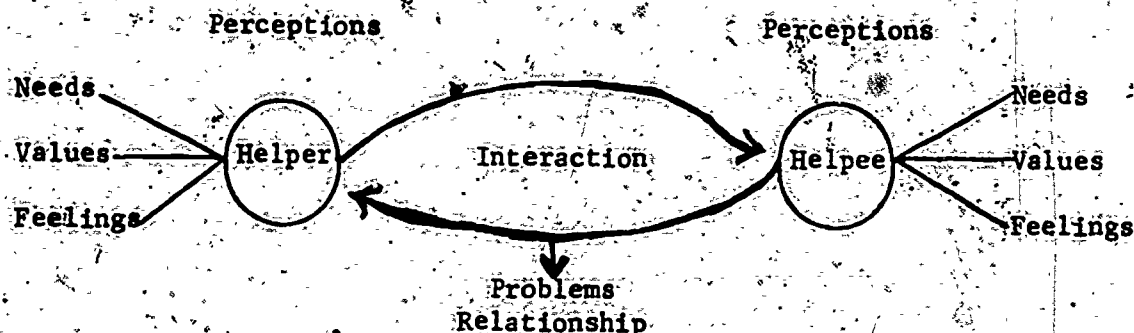
From your experience, think of the most recent situation in which you either observed or experienced something that impressed you as an outstanding example of ineffective, or inferior, professional performance.

1. What was the situation? (Briefly describe relevant aspects of the background of the incident.)
2. How experienced are you, or the person observed? (Highest degree held, years of experience, etc.)
3. Exactly what did you, or the person observed, do? (Continue on the other side of the page, if necessary.)
4. Why was this behavior (action) particularly ineffective; what more effective behavior might be expected in the situation described?

THREE

THE HELPING RELATIONSHIP

Different names are used to designate the helping process such as counseling, teaching, guiding, training, educating. They have in common the fact that the helping person is trying to influence (and therefore change) the individual who is being helped. There is an expectation furthermore that the direction of the change in the receiver of help will be constructive and useful to him, (i.e., clarify his perceptions of the problem, bolster his self-confidence, modify his behavior or develop new skills). One way to look at the helping situation is to sketch it in the following manner:



The helping situation is dynamic, i.e., characterized by interaction which is both verbal and non-verbal and by relationships.

The helping person has needs (biological and psychological), feelings, and a set of values.

The receiver of help has needs (biological and psychological), feelings, and a set of values.

Both helper and the receiver of help are trying to satisfy needs in the situation.

The helper has perceptions of himself, of the receiver of help, of the problem, and of the entire situation (expectancies, roles, standards).

The receiver of help has perceptions of himself, of the helper, of the problems, and of the entire situation (expectancies, roles, standards).

The interaction between helper and helped takes place in relation to some need or problem which may be external to the two individuals, interwoven with the relationship of the two individuals, or rooted in the relationship between the two individuals. Wherever the beginning point and the focus of emphasis is, the relationship between the two individuals becomes an important element in the helping situation as soon as interaction begins. The receiver's needs, values and feelings, and his perception of them as well as his perception of the situation (including the problem and the helper) cause him to have certain objectives in the interaction which takes place.

The helper's needs, values and feelings, and his perception of them as well as his perception of the situation (including the problem and the receiver of help) cause the helper to have certain objectives in the interaction which takes place. Both helper and receiver of help have power, i.e. influence, in relation to the helping situation. Except for surface conformity or breaking off the interaction, it is the receiver of help however who controls the question of whether in the final analysis change takes place.

To depict the helping situation as above suggests its complexity. It is not easy to give help to another individual in such a way that he will be strengthened in doing a better job of handling his situation. Nor is it easy to receive help from another person, that is the kind of help which makes us more adequate in dealing with our problems. If we really listen and reflect upon the situations in which we are involved, either as helper or in the helping role, we not only are impressed with the magnitude and range of the problems involved in the helping situation, but also realize that we can keep on learning as a helping person or a person receiving help as long as we live.

Reflect on some of the things about us that makes it difficult to receive help:

It is hard to really admit our difficulties even to ourselves. It may be even harder to admit them to someone else. There are concerns sometimes whether we can really trust the other person, particularly if it is in a work or other situation which might affect our standing. We may also be afraid of what the other person thinks of us.

We may have struggled so hard to make ourselves independent persons that the thought of depending on another individual seems to violate something within us. Or we may all our lives have looked for someone on whom to be dependent and we try to repeat this pattern in our relationship with the helping person.

We may be looking for sympathy and support rather than for help in seeing our difficulty more clearly. We ourselves may have to change as well as others in the situation. When the helper tries to point out some of the ways we are contributing to the problem, we may stop listening. Solving a problem may mean uncovering some of the sides of ourselves which we have avoided or wished to avoid thinking about.

We may feel our problem is so unique that no one could ever understand it and certainly not an outsider.

Now think about some of the factors which make it difficult for us to give help:

Most of us like to give advice. Doing so suggests that we are competent and important. We easily get caught in a telling role without testing whether our advice is appropriate to the abilities, the fears, or the powers of the person we are trying to help.

If the person we are trying to help becomes defensive we may try to argue or pressure him. We meet resistance with more pressure and thus increase the resistance. This is typical in arguments.

We may confuse the relationship by only responding to one aspect of what we see in the other's problem by over-praising, avoiding recognition that the person being counseled must see his own role and his own limitations as well.

Because we are human, the potential for all the weaknesses and the strengths, the follies, and the wisdom known to man exists at some level within us. Human beings become more capable of dealing with their problems as successful experiences give them a greater sense of adequacy to meet situations. This does not imply avoiding a recognition of the conflict issues or the inadequacies, but a recognition of the strengths and the successful experiences. To be fruitful the helping situation needs these characteristics:

Mutual trust.

Recognition that the helping situation is a joint exploration.

Listening, with the helper listening more than the individual receiving help.

Behavior by the helper which is calculated to make it easier for the individual receiving help to talk.

Listening Skill Development:

Tell somebody your phone number and he will usually repeat it to make sure he heard it correctly. However, if you make a complicated statement most people will express agreement or disagreement without trying to insure that they are responding to what you intended. Most people seem to assume that what they understand from a statement is what the other intended.

How do you check to make sure that you understand another person's ideas, information, or suggestions as he intended them? How do you know that his remark means the same to you as it does to him? Of course, you can get the other person to clarify his remark by asking, "What do you mean?" or "Tell me more." By saying, "I don't understand." However, after he has elaborated you still face the same question. "Am I understanding his idea as he intended it to be understood?" Your feeling of certainty is no evidence that you do in fact understand.

If you state in your own way what his remark conveys to you, the other can begin to determine whether his message is coming through as he intended. Then if he thinks you misunderstand, he can speak directly to the specific misunderstanding you have revealed. Paraphrase is a term used for any means of showing the other person what his idea or suggestion means to you.

Paraphrasing, then, is any way of revealing your understanding of the other person's comment in order to test your understanding. An additional benefit of paraphrasing is that it lets the other know that you are interested in him. It is evidence that you do want to understand what he means. If you can satisfy the other that you really do understand his point, he will probably be more willing to attempt to understand your views.

Paraphrasing is crucial in attempting to bridge the interpersonal gap. It increases the accuracy of communication, and thus the degree of mutual or shared understanding. The act of paraphrasing itself conveys feeling--your interest in the other, your concern to see how he views things.

People sometimes think of paraphrasing as merely putting the other person's ideas in another way. They try to say the same thing with different words. Such word-swapping may merely result in the illusion of mutual understanding as in the following example:

- Sarah: Jim should never have become a librarian.
 Fred: You mean librarianship isn't the right job for him?
 Sarah: Exactly! Librarianship is not the right job for Jim.

Instead of trying to reword Sarah's statement, Fred might have asked himself, "What Does Sarah's statement mean to me?" In that case the interchange might have sounded like this:

Sarah: Jim should never have become a librarian.

Fred: You mean he is too harsh on the patrons? Maybe even cruel?

Sarah: Oh, no. I meant that he has such expensive tastes that he can't ever earn enough as a librarian.

Fred: Oh, I see. You think he should have gone into a field that would have insured him a higher standard of living.

Sarah: Exactly! Librarianship is not the right job for Jim.

Effective paraphrasing is not a trick or a verbal gimmick. It comes from an attitude, a desire to know what the other means. And to satisfy this desire you reveal the meaning his comment had for you so that the other can check whether it matches the meaning he intended to convey. If the other's statement was general, it may convey something specific to you:

Larry: I think this is a very poor textbook.

You: Do you mean it has too many inaccuracies?

Larry: No, the text is accurate, but the book comes apart too easily.

Possibly the other's comment suggests an example to you:

Laura: This text has too many omissions; we shouldn't adopt it.

You: Do you mean, for example, that it contains nothing about the Negro's role in the development of America?

Laura: Yes, that's one example. It also lacks any discussion of the development of the arts in America.

If the speaker's comment was very specific, it may convey a more general idea to you:

Ralph: Do you have 25 pencils I can borrow for my group?

You: Do you just want something for them to write with? I have about 15 ball-point pens and 10 or 11 pencils.

Ralph: Anything that will write will do.

Sometimes the other's idea will suggest its inverse or opposite to you:

Stanley: I think the Librarian's Union acts so irresponsibly because the Administration has ignored them so long.

You: Do you mean that the L. U. would be less militant now if the Administration had consulted with them in the past?

Stanley: Certainly. I think the L. U. is being forced to more and more desperate measures.

To develop your skill in understanding others, try different ways of conveying your interest in understanding what they mean, revealing what the other's statements mean to you. Find out what kinds of response are helpful ways of paraphrasing for you. The next time someone is angry with you or is criticizing you, try to paraphrase until you can demonstrate that you understand what he is trying to convey as he intends it. What effect does this have on your feelings and on his?

Perceptual Skill Development:

To communicate your own feelings accurately or to understand those of others is difficult. Expressions of emotion take many different forms. Feelings can express themselves in bodily changes, in action, and in words. Any specific expression of feeling may come from very difficult feelings. A blush, for example, may indicate that the person is feeling pleased. But it may also indicate that he feels annoyed, or embarrassed, or uneasy.

A specific feeling does not always get expressed in the same way. For example, a child's feeling of affection for the librarian may lead him to blush when she stands near him. Or, he may want to touch her as he passes, to watch her as she walks around the library to tell her "You're nice," to bring his pet turtle to show her. Different forms exist for the child to express his feeling of affection. Communication of feelings is often inaccurate or even misleading. What looks like an expression of anger, for example, may often result from hurt feelings or from fear.

Perception of what another is feeling is based on many different kinds of information. When somebody speaks, you notice more than just his words. Gestures, voice tone, posture, facial expression are also observed. In addition, you are aware of the immediate situation, the context of the interaction, e.g. whether somebody is watching. You make assumptions about how the situation influences what the other is feeling. Beyond all of this you have expectations based on your past experiences with the other.

Inferences are made from all of this information, words, nonverbal cues, the situational context, expectations of the other. These inferences are influenced by your own current emotional state. What you perceive the other to be feeling often depends more upon what you are feeling (afraid of or wishing for) than upon the other person's actions or words. If you feel guilty about something, you may perceive others as angry with you. If you are feeling depressed and discouraged, others may seem to be expressing disapproval of you.

Communicating your own feelings and understanding those of others is an extremely difficult task. And yet, if you wish others to respond to you as a person, you must help them understand how you feel. If you are concerned about the other as a person and about your relationship with him, you must try to understand his emotional reactions. Although we usually try to describe our ideas accurately, we often do not try to describe our feelings clearly. Feelings get expressed in many different ways, but we do not usually attempt to identify the feeling itself.

One way to describe a feeling is to report what kind of action the feeling urges you to do. "I feel like hugging and hugging you." "I'd like to slap you." "I wish I could walk off and leave you." In addition, many figures of speech serve as descriptions of feeling. "I just swallowed a bushel of spring sunshine."

Try to make clear what feelings you are experiencing by identifying them. The statement must refer to "I", "me", or "my", and specify some kind of feeling by name, simile, action urge, or other figure of speech. The following examples indicate the relation between these two kinds of expressions: those that describe what the speaker is feeling; and those that do not. Expressions of feeling which describe the speaker's emotional state are more precise, less capable of misinterpretation, and thus, convey more accurately what feelings are affecting the speaker.

Expressing feeling (describing an emotional state):

"I feel embarrassed."

"I feel pleased."

"I feel annoyed."

"I feel angry."

"I'm worried about this."

"I feel hurt by what you said."

Expressing feeling (without describing an emotional state):

Blushing and saying nothing.

Suddenly becoming silent in the midst of a conversation.

"I enjoy her sense of humor."

"I respect her abilities and competence."

"I love her but I feel I shouldn't say so."

"I hurt too much to hear any more."

"I feel angry at myself."

"I'm angry with you."

"She's a wonderful person."

"Shut up!!!"

Because emotional states express themselves simultaneously in words, in actions, and in psychological changes, a person may convey contradictory messages about what he is feeling. For example, his actions (a smile or laugh) may contradict his words (that he is angry). The clearest emotional communication occurs when the speaker's description of what he is feeling matches and, thus, amplifies what is being conveyed by his actions and other nonverbal expressions of feeling.

The aim in describing your own feelings is to start a dialog that will improve your relationship with the other. Others need to know how you feel if they are to take your feelings into account. Negative feelings are indicator signals that something may be going wrong in a relationship with another person. To ignore negative feelings is like ignoring a warning light. Negative feelings are a signal that the two of you need to check for misunderstanding and faulty communication.

After discussing how each of you sees the situation or your relationship, you may discover that your feelings resulted from false perceptions of the situation and of each other's motives. Your feelings may change. However, the other may discover that his actions are arousing feelings in you, feelings that others might also experience in response to his behavior. As a result, he may change.

Describing your feelings should not be an effort to coerce the other into changing so that you can feel uncomfortable. Rather you report your inner state as just one more piece of information that is necessary, if the two of you are to understand and improve your relationship.

You describe what you perceive to be the other's inner state in order to check whether you do understand what he feels. You test to see whether you have decoded his expressions of feeling accurately. You transform his expressions of feeling into a tentative description of his feeling. A good perception check conveys this message, "I want to understand your feelings. Is this the way you feel?"

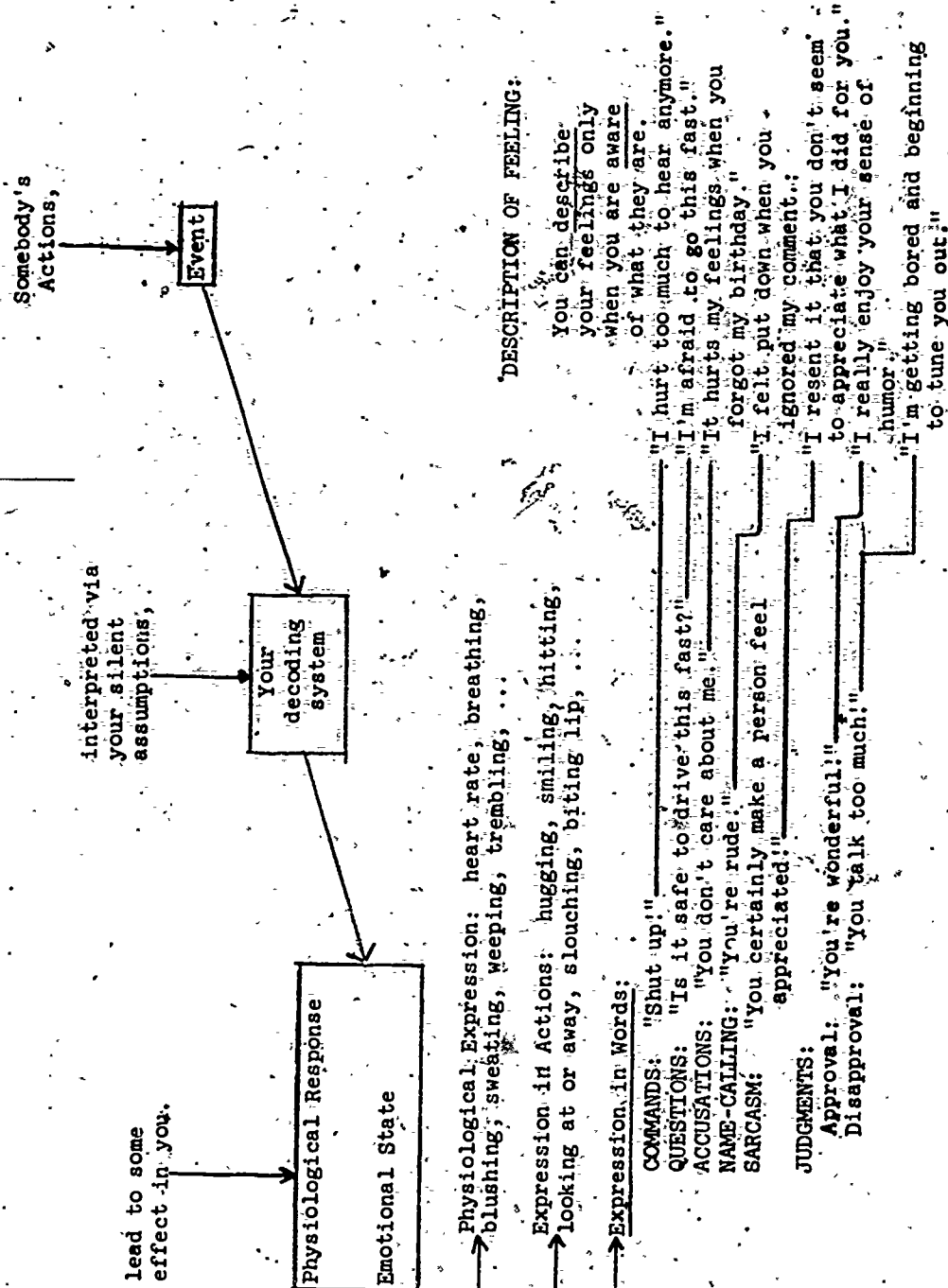
A perception check describes the other's feelings. It does not express disapproval or approval. It merely conveys, "This is how I understand your feelings. Am I accurate?" For example, the following description of feelings may be used for a perception check:

"I get the impression you are angry with me. Are you?"
(Not: "Why are you so angry with me?" This is mind reading, not perception checking.)

"Am I right that you feel disappointed that nobody commented on your suggestion?"

"I'm not sure whether your expression means that my comment hurt your feelings, irritated you, or confused you."

HOW EMOTIONAL STATES EXPRESS THEMSELVES



Even when you are unaware of your feelings, your emotional state may express itself in these ways.

Observational Skill Development:

If you and another person are to discuss the way to work together or what is happening in your relationship, both of you must be able to talk about what each of you does that affects the other. This is not easy. Most of us have trouble describing another's behavior clearly enough that he can understand what actions of his we have in mind.

Instead of describing the other person's behavior, usually we discuss his attitudes, his motivations, his traits and personality characteristics. Often our statements are more expressive of the way we feel about the other's actions than they are informative about his behavior. Yet we may be unaware of our feelings at the time.

Suppose you tell me that I am rude (a trait) or that I don't care about your opinion (my motivation). I am not trying to be rude. Because I feel that I do care about your opinion, I don't understand what you are trying to say. This communication is not a shared understanding.

However, if you point out that several times in the past few minutes I have interrupted you and have overridden you before you could finish what you were saying, I receive a clearer picture of what actions of mine were affecting you. Behavior description means reporting specific, observable actions of others without placing a value on them as right or wrong, and without making accusations or generalizations about the other's motives, attitudes, or personality traits.

Try to let others know what behavior you are responding to by describing it clearly and specifically enough so that others know what you observed. To do this you must describe visible evidence, actions that are open to anybody's observation. For practice, try to begin your description with "I see that..." or "I noticed that..." or "I heard you say..." Remind yourself that you are trying to describe specific actions, such as:

"Jim, you've talked more than others on this topic.
Several times you cut others off before they had finished."

NOT: "Jim, you're too rude!" which names a trait and gives no evidence.

NOT: "Jim, you always want to hog the center of attention!" which imputes an undesirable motive or intention.

"Bob, you've taken the opposite of nearly everything Harry has suggested today."

NOT: "Bob, you're just trying to show Harry up." which is an accusation of undesirable motivation.

NOT: "Bob, you're being stubborn." which is name calling.

"Sam, you cut in before I finished."

NOT: "Sam, you deliberately didn't let me finish." The word "deliberately" implies that Sam knowingly and intentionally cut you off. All that anybody can observe is that he did cut in before you had finished.

To develop skill in describing behavior you must sharpen your observation of what actually did occur. You must force yourself to pay attention to what is observable and to hold inferences in abeyance. As you practice this you may find that many of your conclusions about others are based less on observable evidence than on your own feelings of affection, insecurity, irritation, jealousy, or fear. Accusations that attribute undesirable motives to another are usually expressions of the speaker's negative feelings toward the other and not descriptions at all. The following case may serve as an example:

Several members of the group had told Ben that he was too arrogant. Ben was confused and puzzled by this judgment. He was confused because he didn't know what to do about it; he didn't know what it referred to. He was puzzled because he didn't feel arrogant or scornful of the others. In fact, he admitted that he really felt nervous and unsure of himself. Finally, Joe commented that Ben often laughed explosively after Ben made a comment that seemed to have no humorous aspects. Ben said he had been unaware of this. Others immediately recognized that this was the behavior that made them perceive Ben as looking down on them and, therefore, arrogant.

The pattern, thus, was as follows. When he made a statement of which he was somewhat unsure, Ben felt insecure. Ben's feelings of insecurity expressed themselves in an explosive laugh after he made the statement. The other person perceived Ben as laughing at him. The other person felt put down and humiliated. The other expressed his feeling of humiliation by calling Ben arrogant. Note that Ben had no awareness of his own behavior which was being misread until Joe accurately described what Ben was doing. Ben could then see that his laugh was a way of attempting to cope with his own feelings of insecurity.

CONTEXT ANALYSIS:

The complexities of defining an operational context and designing an effective evaluation are major considerations. Two strategies for seeking solutions to the types of problems outlined initially are proposed as either supportive or alternative means in order to derive the needed information and design a course of action. These are using small group resources and "context" analysis.

The process of perceptual context analysis, in which you will be participating, should yield two types of products--one which relates directly to solving problems in your professional environment, and another which provides you with skills to be employed in seeking solutions for problems. Specifically, when this exercise is completed, you should be able to:

- Systematically employ a process to identify those factors in your professional activities which may inhibit or facilitate attainment of specified objectives;
- Effectively employ force-field analysis and brainstorming techniques to determine information requirements for decision-making.
- Design an evaluation which will provide the necessary information for both formative and summative purposes.

When you have completed this exercise, you should have a well defined plan of action for one or more of your own program objectives and an evaluation plan for assessing attainment of that objective.

As a member of the total group, you will have an opportunity to practice a force-field analysis procedure and the development of an action plan for a pre-determined problem. Subsequently, each person will adopt one of the following roles in randomly formed triads: Communicator (analysis); Listener (clarifier); Observer (evaluator).

The task confronting the analyst is to define a problem related to the concept under discussion. He describes the problem, why he believes it exists, the present status of work on the problem and resources or factors which may be employed in seeking a resolution to the problem as well as factors which will inhibit effecting a solution to the problem.

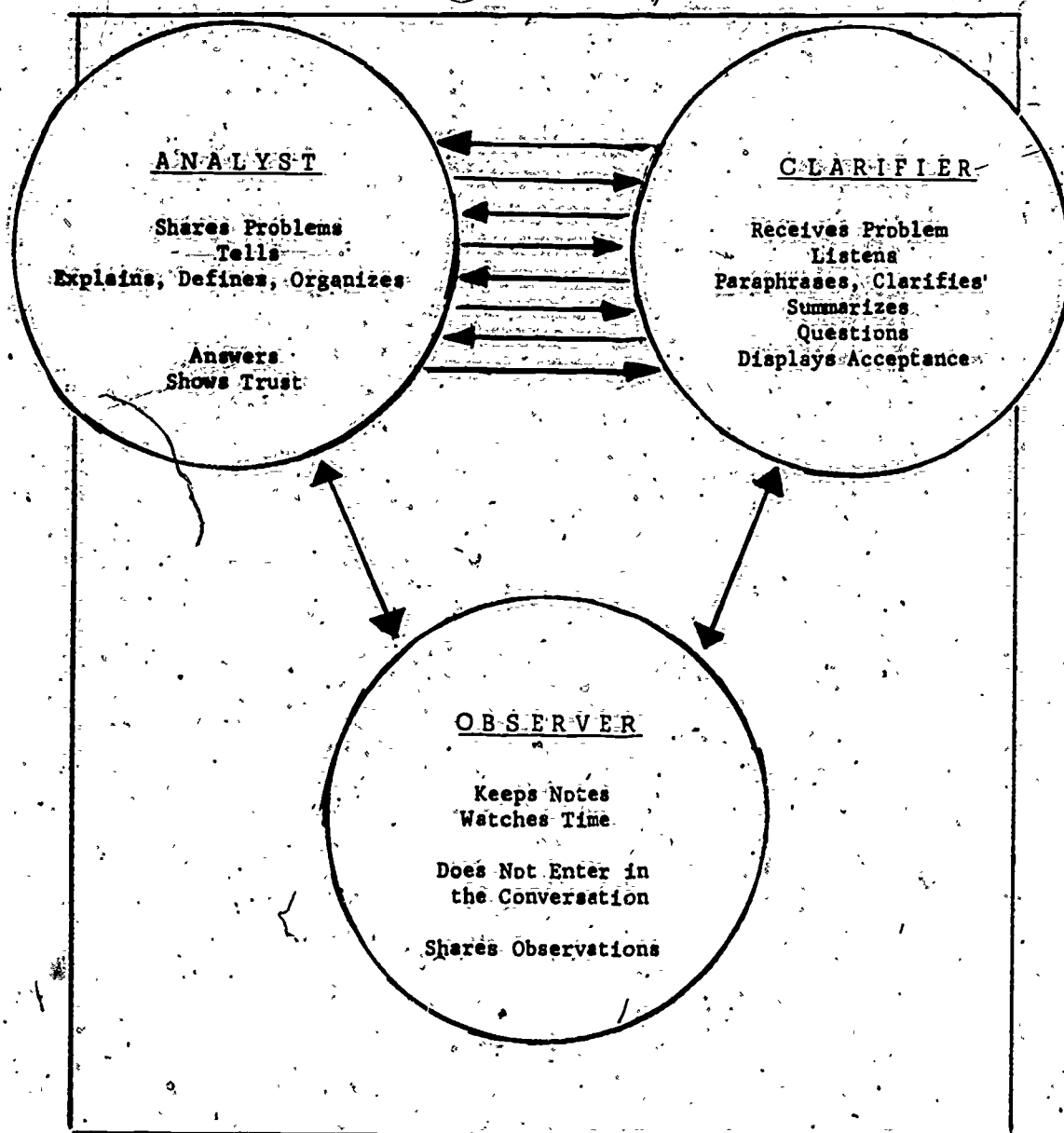
The clarifier (listener) listens to the analyst, paraphrase where necessary and repeats comments made by the analyst to better clarify them. He should ask probing questions about the meaning of statements made by the analyst. He may, if appropriate, add new information to the analysis from his own experiences.

However, his task is not one of performing an analysis, but rather to insure the clarity and communicability of the analysis. Generally, the clarifier should do the following:

- Restate what he has heard in his own words.
- Ask the analyst for confirmation---has he heard correctly?
- Ask the analyst for illustrations or examples as an expansion of the analysis.
- When necessary, or appropriate, ask for a definition of terms, or ask, "What does it mean to you?"

The observer notes the interaction between the analyst and the clarifier and subsequently critiques the process. Specific elements to be observed are listed on the observer guide sheets. When the analysis, and its critique of one problem area is complete, the members of the group change roles and repeat the process on another problem area, critical incident, or objective. When the exercise is complete, each participant should have functioned as an analyst for his own "critical incident" and one of his project objectives, respectively.

THE PROBLEM-SOLVING TRIAD



Listening-Paraphrase Instructions:

- A. The discussion is to be unstructured for about 4 minutes except that before the listener responds to the speaker, he must first paraphrase, in his own words and without notes, what has been said by the speaker (analyst).
- B. If the listener extends the discussion, then the speaker, in turn, is obliged to paraphrase the remarks. Examples of paraphrasing include: "I heard you say..."; and "Did you mean to say..." If his paraphrasing is thought to be inaccurate, the speaker or the observer is free to clear up any misunderstanding.
- C. Participant A begins as speaker on the topic of his own objective. Participant B will begin as listener and Participant C as observer.
- D. After about seven minutes of discussion, have the observer initiate a brief critique of the experience for 3 minutes. He should give his own observations to the questions: How did it go?--Did each discussant paraphrase? Then there should be an undirected group discussion for 4 minutes using Cycle 1 questions on the processing.
- E. After discussing the experience, each participant should write down questions he has regarding the objective just discussed. These questions may be used later, so they should be saved.
- F. The session recycles with B as speaker, C as listener, and A as observer. After 7 minutes of discussion, observer gives reactions and a 4 minute undirected discussion using Cycle 2 questions takes place, followed by participants writing down their questions about the objective just discussed.
- G. The session recycles a third time with C as speaker, A as listener and B as observer. The debriefing may be shortened to 4 to 5 minutes.

OBSERVER GUIDE (Observe the analyst):

- Is he being clear?
- Does he take time to clarify?
- Is he using words and terms that are understood?
- Is he being direct and to the point?
- Is he checking to see what the other person has heard?
- What nonverbal clues is he giving?

Other Observations:

OBSERVER GUIDE (Observe the clarifier):

-- Is he listening?

What verbal, as well as nonverbal, clues do you observe?

-- Is he asking the analyst to repeat?

-- Is he asking the analyst to illustrate?

-- Is he asking the analyst to clarify?

-- Is he repeating what he heard to see if he is getting it right?

-- Does he seem to understand?

Other Observations:

OBSERVER GUIDE (Observe interaction between analyst and clarifier):

- Are they really following each other?
- Are they really listening?
- Are they maintaining the continuity or jumping from one thing to another?
- What kinds of nonverbal clues are being communicated?
- Are they checking for understanding?
- Are they doing the job of clarifying the problem statements as asked?

Other Observations:

CLARIFIER GUIDE (Generally, the clarifier should):

- (1) Restate what he has heard in his own words (paraphrase).
- (2) Ask the analyst for confirmation. Has he heard correctly?
- (3) Ask the analyst for illustrations or examples as an expansion of the analysis.
- (4) When necessary, or appropriate, ask the analyst for a definition of terms. Or ask, "What do you mean?"

PROCESSING GUIDE:

Cycle 1

1. Did you find that you had difficulty in listening during the exercise? Explain.
2. Did you have difficulty in getting across what you wanted to say?

Cycle 2

3. What was your experience in formulating your thoughts and listening at the same time?
 - a. Did you forget what you were going to say?
 - b. Did you not listen to others?
 - c. Did you rehearse your response?

Cycle 3

4. Did the manner of presentation by others affect your listening ability? How?
5. Did you observe paraphrasing during the processing session?

FOUR

THE INTERPERSONAL GAP

You cannot have your own way all the time. Your best intentions will sometimes end in disaster. At other times, you will receive credit for desirable outcomes you didn't intend. In short, what you accomplish is not always what you hoped.

The most basic and recurring problem in social life is the relation between what you intend and the effect of your actions on others. The key terms we use in attempting to make sense of interpersonal relations are intentions, actions, and effect. Interpersonal gap refers to the degree of congruence between one person's intentions and the effect produced in another. If the effect is what was intended, the gap has been bridged. If the effect is the opposite of what was intended, the gap has become greater.

Intentions mean the wishes, wants, hopes, desires, fears that give rise to your actions. Intentions do not refer to underlying motives of which you are unaware. For example, people often say after an action has produced some result, "That wasn't what I meant to do." Or, "Yes, that's what I hoped would happen." We look at the social outcome and decide whether it is what we intended. Apparently, we can compare what we wished prior to acting with the outcome after we have acted and determine whether they match.

Here are some examples of interpersonal intentions:

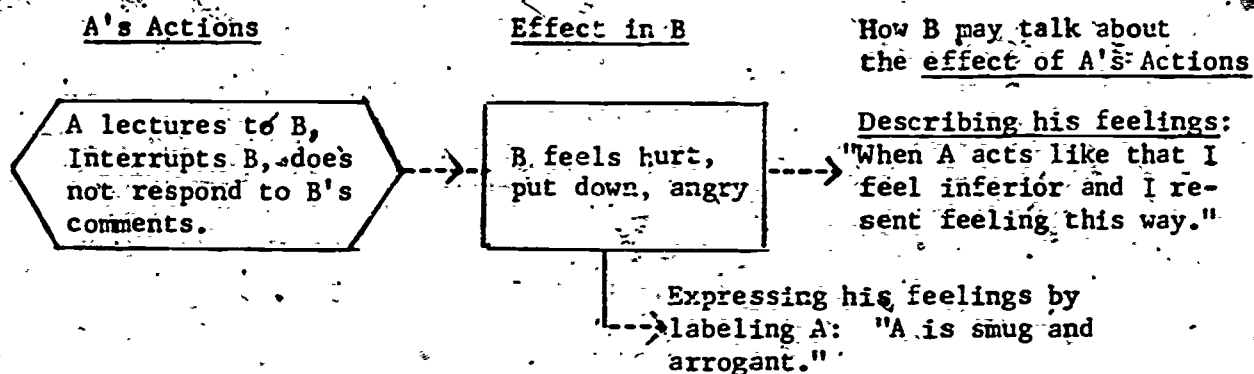
- "I want him to like me."
- "I want him to obey me."
- "I want him to realize that I know a great deal about this subject."
- "I don't want her to know that I am angry with her."
- "I don't want to talk with him."
- "I wish he would tell me what to do."

Intentions however may also be mixed:

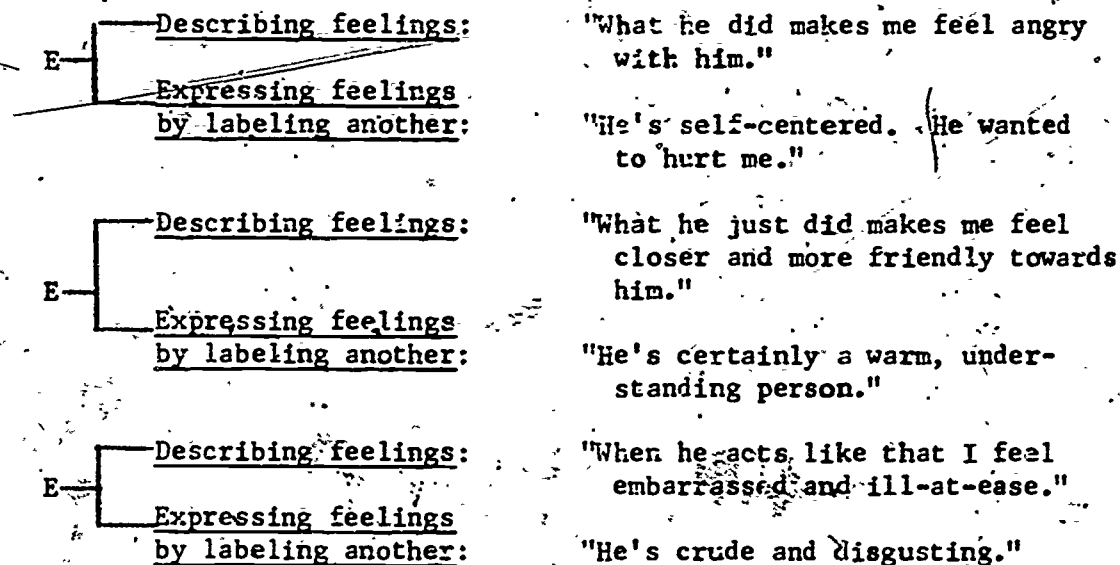
- "I want him to know I like him; but I don't want to be embarrassed."
- "I want him to tell me I'm doing a good job; but I don't want to ask for it."
- "I would like him to know how angry it makes me when he does that; but I don't want to lose his friendship."

Intentions are private and are known directly only to the one who experiences them. I know my own intentions, but I must infer yours. You know your own intentions, but you must infer mine.

Effect refers to a person's inner response to the actions of another. We may describe another's effect by openly stating what feelings are aroused by his actions. However, we are often unaware of our own feelings as feelings. When this happens our feelings influence how we see another person. We label him or his actions in a way that expresses our feelings even though we are unaware of them.

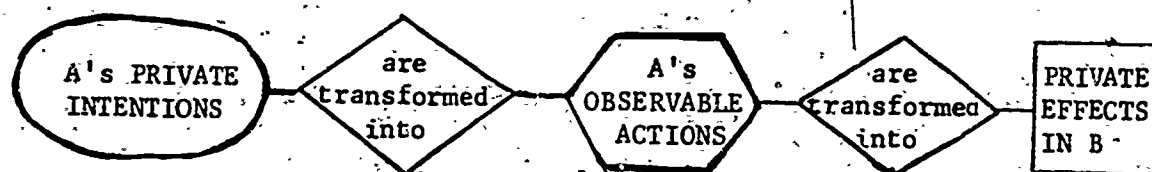


Here are some other examples showing how the same effect may be talked about as a description of one's own feeling or by labeling the other as an indirect way of expressing one's feeling.



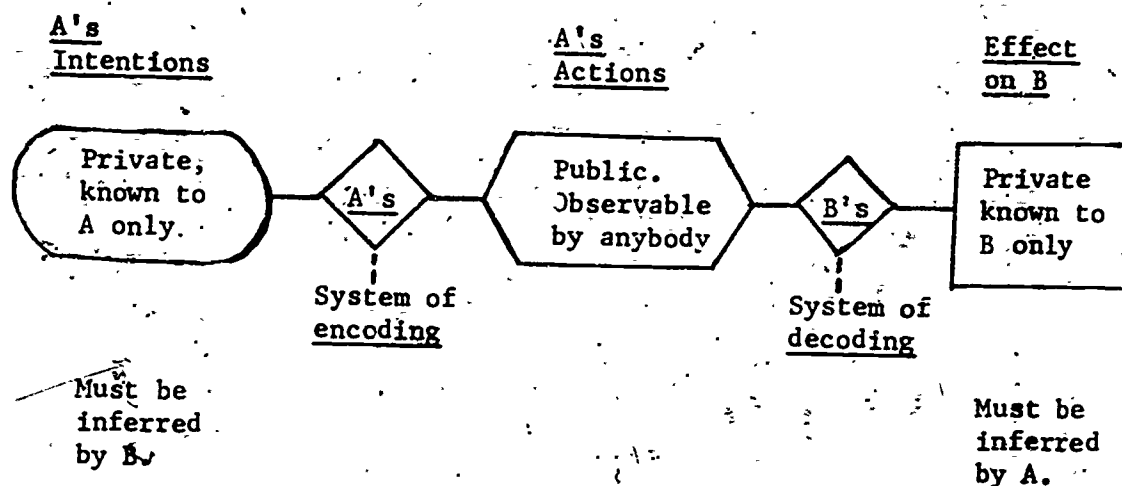
In contrast to interpersonal intentions and effects which are private, actions are public and observable. They may be verbal (good morning!) or non-verbal (looking away when passing another), brief (a touch on the shoulder), or extended (taking a person out to dinner).

Interpersonal actions are communicative. They include attempts by the sender to convey a message, whether or not it is received, as well as actions that the receiver responds to as messages, whether or not the sender intended them that way. Here is a schematic summary of the interpersonal gap:



The interpersonal gap contains two transformations. These steps are called coding and decoding operations. A's actions are a coded expression of his inner state. B's inner response is a result of the way he decodes A's actions. If B decodes A's behavior in the same way that A has coded it, A will have produced the effect he intended.

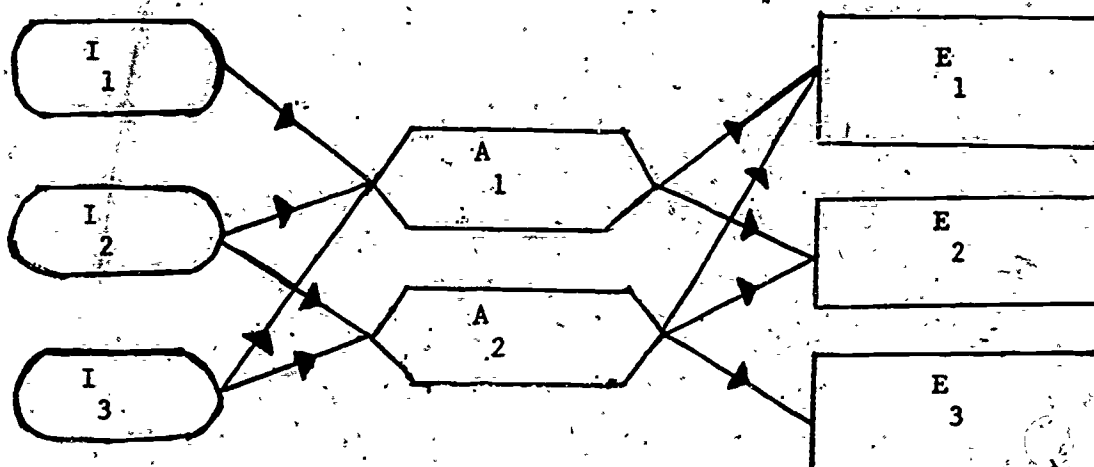
To be specific, let's imagine that I feel warm and friendly toward you. I pat you on the shoulder. The pat is an action code for my friendly feeling. You decode this, however, as an act of condescension. The effect of my behavior, then, is that you feel put down, inferior, and annoyed with me. My system of coding does not match your system of decoding. The interpersonal gap, consequently, is difficult to bridge. A more complete picture of the interpersonal gap may appear as follows:



You may not be aware of the ways you code your intentions and decode others' actions. In fact, you may have been unaware that indeed you do. One of the important objectives of any study of interpersonal relations is to help you become aware of the silent assumptions that influence how you code and decode. If you are aware of your own encoding operation, you can accurately describe how you typically act when you feel angry, affectionate, threatened, uneasy.

If you are aware of your own method of decoding the behavior of others, you can accurately describe the kinds of distortions or misreadings of others which you typically make. Some people, for example, respond to gestures of affection as if they were attempts to limit their autonomy. Some respond to offers to help as if they were being put down. Some misread enthusiasm as anger.

Because different people use different codes, actions have no unique and constant meaning, but are substitutable. The diagram below shows that: an action may express different intentions. The same intention may give rise to different actions. Different actions may produce the same effect. Different effects may be produced by the same kind of action.



The same intention may be expressed by different actions:

Intention

Actions

To show affection	-----> take them out to dinner. -----> buy them a gift. -----> show interest in what they say. -----> don't interrupt them when they are busy and preoccupied.
-------------------	--

Different intentions may be expressed by the same action:

<u>Intentions</u>	<u>Action</u>
To put them in your social debt	take them out to dinner.
To sweeten up a business deal	
To repay a social obligation	
To get closer to the other	
To impress the other	

The same action may lead to different effects:

<u>Action</u>	<u>Effects</u>
A takes B out to dinner	B feels uneasy, thinks, "I wonder what A really wants of me?"
	B enjoys it, thinks, "A really likes me."
	B feels scornful, thinks, "A is trying to impress me."
	B feels uncomfortable, ashamed; thinks, "I never did anything like this for A."

Different actions may lead to the same effect:

<u>Actions</u>	<u>Effect</u>
A tells B he showed B's report to top administration	B feels proud, happy -- thinks, "A recognizes my competence and ability."
A tells B he has been doing an excellent job	
A asks B for advice	
A gives B a raise	

It should be obvious that when you and I interact, each of us views his own and the other's actions in a different frame of reference. Each of us sees his own intentions. But we see the other's actions in the light of the effect they have on us. This is the principle of partial information. Each party to an interaction has different and partial information about the interpersonal gap. Bridging the interpersonal gap requires that each person understand how the other sees the interaction.



R

PERCEPTUAL ANALYSIS: DYAD AND GROUP:

Any spoken statement can convey feelings. Even the factual report, "It's three o'clock" can be said so that it expresses anger or. However, it is not the words that convey the feelings. The statement may be perceived as a factual report or as a message of anger or disappointment. This is determined by the speaker's tone, emphasis, gestures, posture and facial expression. Feelings are conveyed by:

Commands....."Get out!" "Shut up!"

Questions...."Is it safe to drive this fast?"

Accusations.."You only think about yourself!"

Judgments..."You're a wonderful person." "You're too bossy."

Notice, however, that although the above examples convey strong feeling not one of the statements say what the feeling is. In fact, none of the sentences even refers to the speaker or what he is feeling.

In contrast, the emotional state of the speaker is the content of some sentences. Such sentences will be called "descriptions of feeling". They convey feeling by naming or identifying what the speaker feels. "I am disappointed." "I am furiously angry!" "I'm afraid going this fast!" "I feel discouraged."

A description of feelings conveys maximum information about what you feel in a way that will probably be less hurtful than commands, questions, accusations, and judgments. Thus, when you want to communicate your feelings more accurately you will be able to avoid using commands, questions, accusations or judgments.

The following incident may serve as a case example for discussion and analysis. The participant(s) is however encouraged to supply examples from his own experience either as critical incidents or as case studies.

Jane hadn't seen Tom Laird since they were together at Brookwood School. When she found that she would be attending a conference in Tom's city she wrote to ask if she could visit them. Tom and his wife, Marge, whom Jane had never met, invited her to stay with them for the three days of the conference.

After dinner the first night Jane was the one who suggested that they clean up the dishes so they could settle down for an evening of talk. She was feeling warm and friendly to both of the Lairds and so grateful for their hospitality that she wanted to please them in some way. As she began carrying the dishes to the kitchen, Marge and Tom at first protested but when she continued cleaning up they began to help. In the kitchen Jane took over, only allowing Marge and Tom to help in little ways and to tell her where to find or store things.

When they had finished in the kitchen, Jane commented, "There now, that didn't take long and everything's spic and span." Marge responded, "It was very helpful of you. Thank you."

When Tom and Marge were preparing for bed later that evening, Tom was startled to hear Marge burst out with "I was so humiliated. I just resent her so much I can hardly stand it."

"You mean Jane? What did she do that upset you so?"

"The way she took over. She's certainly a pushy, dominating person. To come into my home as a visitor and then the moment dinner is over organize the whole clean-up. It's easy to tell that she thinks I'm not a very good housekeeper. At first I felt inadequate and then I felt angry. I'll keep house anyway I like. Who is she to show me up? After all she's a guest and you'd think she'd be grateful for our putting her up."

"Aw, c'mon, Marge, Jane was just trying to be helpful."

"Well, it wasn't helpful. It was humiliating. It's going to be hard for me to be nice to her for three days."

J A N E

M A R G E

Intention

Jane's intention:
"I want them to
know I like them and
am grateful to them."

Jane initiates and
organize kitchen
clean-up.

Effect on Marge:
"I feel inadequate.
I resent her."

Jane's inference
about the effect on
Marge: "She knows
I am grateful. She
appreciates my ges-
ture."

Marge said: "Thank
you. It was help-
ful of you."

Marge's inference
about Jane and Jane's
intentions. "She's
pushy. She looks
down on my housekeeping."

Marge's intention:
"I don't want her to
know I feel inadequate
and that I resent her."

Note the gap between Jane's intention and Marge's inference about Jane's intention. They do not match. In fact, they are almost opposites. Note also the gap between the effect of Jane's action on Marge and Jane's inference about the effect on Marge. Again they are almost opposite.

However, within each person the situation is balanced. Jane's intention is congruent with the effect she believes occurred in Marge. Likewise, the inferences Marge makes about Jane fit with her feelings as a result of Jane's action.

The action code that Jane used to convey her friendly feelings was decoded quite differently by Marge. Why did Marge tell Jane she had been helpful if she really resented it?

Perceptual Analysis Instructions:

The goal of this exercise is to help you recognize when you are describing your feelings and when you are conveying feelings without describing them. Trying to describe what you are feeling is a helpful way to become more aware of what it is you do feel. This exercise does not deal with the nonverbal ways we convey feelings. It focuses on the kinds of verbal statements we use to communicate feelings.

- First: Examine Item 1 on next page "Perceptual Item Analysis." In the set, each sentence conveys feeling and each sentence could have been spoken by the same person in the same situation. Each sentence, however, may be either of two different ways of communicating feelings by words.
- Second: Place a D before the sentence that conveys feeling by describing the speaker's feeling.
 Place a No before the sentence that conveys feeling but does not describe what it is.
- Third: Compare your responses to Item 1 with those of the other members of your triad. Discuss the reasons for any differences.
- Fourth: Turn to the key pages titled "Perceptual Analysis Response."
- Next: Examine Item 2 and repeat the process described above. Then continue this process in turn for each item until you have completed all ten items..

Perceptual Item Analysis:

- Item 1. ☐ a. Shut up! Not another word out of you!
☐ b. I'm really annoyed by what you just said.
- Item 2. ☐ a. Can't you see I'm busy? Don't you have eyes?
☐ b. I'm beginning to resent your frequent interruptions.
☐ c. You have no consideration for anybody's feelings. You're completely selfish.
- Item 3. ☐ a. I feel discouraged because of some things that happened today.
☐ b. This has been an awful day.
- Item 4. ☐ a. You're a wonderful person.
☐ b. I really respect your opinion...you're so well-read.
- Item 5. ☐ a. I feel comfortable and free to be myself when I'm around you.
☐ b. We all feel you're a wonderful person.
☐ c. Everybody likes you.
- Item 6. ☐ a. If things don't improve around here, I'll look for a new job.
☐ b. Did you ever hear of such a lousy place to work?
☐ c. I'm afraid to admit that I need help with my work.
- Item 7. ☐ a. This is a very poor exercise.
☐ b. I feel this is a very poor exercise.
- Item 8. ☐ a. I feel inadequate to contribute anything to this group.
☐ b. I am inadequate to contribute anything in this group.
- Item 9. ☐ a. I am a failure - I'll never amount to anything.
☐ b. That teacher is awful - he didn't teach me anything.
☐ c. I'm depressed because I did so poorly on that test.
- Item 10. ☐ a. I feel lonely and isolated in my group.
☐ b. For all the attention anybody pays to what I say I might as well not be in my group.
☐ c. I feel that nobody in my group cares whether I'm there or not.

Perceptual Analysis Response:

- Item 1: a...No. Commands such as these convey strong emotion but do not name what feeling prompted them.
b...D. Speaker says he feels annoyed.
- Item 2: a...No. Questions express strong feeling without naming it.
b...D. Speaker says he feels resentment.
c...No. Accusations convey strong negative feelings. Because the feelings are not named we do not know whether the accusations stemmed from anger, disappointment, hurt, or what.
- Item 3: a...D. Speaker says he feels discouraged.
b...No. The statement appears to describe what kind of day it was. In fact, it expresses the speaker's negative feelings without saying whether he feels depressed, annoyed, lonely, humiliated, rejected, or what.
- Item 4: a...No. This value-judgment reveals positive feelings about the other but does not describe what they are. Does the speaker like the other, respect him, enjoy him, admire him, love him, or what?
b...D. The speaker describes his positive feeling as respect.
- Item 5: a...D. A clear description of how the speaker feels when with the other.
b...No. First, the speaker does not speak for himself but hides behind the phrase, "We feel". Second, "you're a wonderful person" is a value-judgment and not a feeling name.
c...No. The statement does name a feeling (likes), but the speaker attributes it to everybody and does not make clear that the feeling is within him. A description of feeling must contain "I", "me", "my", or "mine" to make clear that the feelings are the speaker's own, and are within him.
Does it seem more affectionate for a person to tell you, "I like you." or "Everybody likes you"?
- Item 6: a...No. Conveys negative feelings by talking about the condition of things in this organization. Does not say what the speaker's inner state is.
b...No. A question expresses a negative value-judgment about the organization. It does not describe what the speaker is feeling.
c...D. A clear description of how the speaker feels in relation to his job. He feels afraid.

Expressions a and b are criticisms of the organization that could come from the kind of fear described in c.

Negative criticisms and value-judgments often sound like expressions of anger. In fact, negative value-judgments and accusations often are the result of the speaker's fear, hurt feelings, disappointment, or loneliness.

Item 7: a...No. A negative value-judgment conveys negative feelings but does not say what kind they are.

b...No. Although the speaker begins by saying, "I feel..." he does not name what he is feeling. Instead he makes a negative value-judgment. Note that merely tacking the words "I feel" on the front of a statement does not make it a description of feeling. People often say "I feel" when they mean "I think" or "I believe". For example, "I feel the Yankees will win." "I feel you don't like me."

Many persons say they are unaware of what they feel, or say they don't have any feelings about something. Habitually, however they do state value-judgments without recognizing that this is the way their positive or negative feelings get expressed.

The speaker could have said that he felt confused or frustrated or annoyed. He would then have been describing his feelings without evaluating the exercise itself.

Many arguments could be avoided if we were careful to describe our feelings instead of expressing them through value-judgments. For example, if Joe says the exercise is poor and Fred says it is good, they may argue about which it "really" is. However, if Joe says he was frustrated by the exercise and Fred says he was interested and stimulated by it, no arguments should follow. Each person's feelings are what they are. Of course, discussing what it means that each feels as he does may provide helpful information about each person and about the exercise itself.

Item 8: a...D. Speaker says he feels inadequate.

b...No. Careful! This sounds much the same as the previous statement. However, it says that the speaker actually is inadequate, not that he just currently feels this way. The speaker has evaluated himself. He has passed a negative value judgment on himself, and has labeled himself as inadequate.

This subtle difference was introduced because many people confuse feeling and being. A person may feel inadequate to contribute in a group and yet make helpful contributions. Likewise, he may feel adequate and yet perform very inadequately. A person may feel hopeless about a situation that turns out not to be hopeless.

One sign of emotional maturity is that a person does not confuse what he feels with the nature of the situation around him. Such a person knows he can perform adequately even though he feels inadequate to the task. He does not let his feelings keep him from doing his best because he knows the difference between feelings and performance. The two do not always match.

Item 9: a...No. The speaker has evaluated himself. He has passed a negative judgment on himself, and labeled himself a failure.

b...No. Instead of labeling himself a failure the speaker blames the teacher. This is another value-judgment and not a description of feelings.

c...D. The speaker says he feels depressed. Statements a and c illustrate the important difference between passing judgment on oneself and describing one's feelings. Feelings can and do change. To say that I am now depressed does not imply that I will or must always feel the same. However, if I label myself as a failure, if I truly think of myself as a failure, I will increase the probability that I will act like a failure.

One woman stated this important insight for herself in this way: "I have always thought I was a shy person. Many new things I really would have liked to do I avoided. I'd tell myself I was too shy. Now I have discovered that I am not shy although at times I feel shy."

Many of us avoid trying new things and thus learning when we label ourselves. "I'm not artistic." "I'm not creative." "I'm not articulate." "I can't speak in groups." If we recognize what our feeling is beneath such statements, we would be more willing to risk doing things we are somewhat fearful of.

Item 10: a...D. The speaker says he feels lonely and isolated.

b...No. Conveys negative feelings but does not say whether he feels angry, lonely, disappointed, hurt, or what.

c...No. Instead of "I feel" the speaker should have said "I believe". The last part of the statement really tells what the speaker believes others feel about him and not what he feels.

Expressions c and a relate to each other as follows: "Because I believe that nobody in my group cares whether I am there or not, I feel lonely and isolated."

DESCRIBING-EMOTIONS INSTRUCTIONS

Goals:

- 1) to assess participant skills in describing feelings.
- 2) to aid participants to differentiate accurately between various expressed feelings and know when they are describing feelings and when they are conveying feelings without describing them.

Materials Required:

"The Helping Relationship"

Specific Instructions:

ACTIVITY

Allow about 10 minutes for these discussions and allow questions at conclusion.

SUGGESTED NARRATION

"To help you develop your skill in describing feelings, you will have an opportunity to try out your skills in describing feelings expressed verbally through the following exercise."

"Now we will attempt to apply the information. Please get into groups of six."

"Think back during this institute. Each person will then describe in turn to your group when you exhibited emotional behaviors similar to those you have examined and what they were."

DESCRIBING BEHAVIOR INSTRUCTIONS

Goals:

- 1) to assess participant skills in describing behavior
- 2) to enable participants to differentiate between actual behavioral descriptions and inferences, evaluative statements, etc.

Materials Required:

"The Helping Relationship"

Group size: Variable

Specific Instructions:

ACTIVITY

SUGGESTED NARRATION

"To help find out your skill in describing behavior we have a quick role-play situation arranged. Please write statements in list form during the role-play which describe what is happening. Make whatever statements seem appropriate to you."

Role Play 1 - two staff members role play an appropriate conflict situation - relevant to participant interests - that allows opportunity for a number of differences of opinion, inferences, etc. to emerge. (Allow about 5 minutes.)

Have participants analyze statements in their notes from role play 1 on a sheet of paper under the following heading--behavior description, inference, evaluative statements, etc. (allow about 10 minutes).

Role Play 2 - have two staff members role play another conflict situation. Once again have participants take notes which describe what is happening. Contrast these notes with those of role play 1 and discuss as desirable.

SELF AWARENESS EXERCISES

AWARENESS OF EXTERNAL STIMULI; AWARENESS OF PRESENT FEELING: Stand with your eyes closed, be aware of sounds, smells, sense of others nearby, floor under feet. Walk around the room and try to be aware of sensory perceptions. Stop: what emotion are you experiencing right now? Can you put a name to it? Tell it to someone? Did you make it more positive when you communicated it?

WILLINGNESS TO REVEAL ONE'S SELF: Choose a partner. Tell him about yourself, not in terms of facts, but in terms of how you see yourself and how you operate. Describe your loneliness moment. Tell him something you are ashamed of. Tell him something about himself or about how you see him.

Did you tell him the truth? How much did you hold back for the sake of "politeness"? How much did you hold back for fear he wouldn't like you?

HOW MUCH SPACE DO YOU NEED: Break into a group. Mill around with your eyes closed. Now find yourself a position that is comfortable for you. Reach out with your hands and see how far you are from the next person. Move around until you sense that you are close enough or removed enough to be comfortable. Open your eyes. Would you like to move your position?

BASIC TRUST: Form a circle. Examine the person on your right. Do you trust him? Would you loan him money? Would you trust him with your safety? (Tell him so, or not). Do falling backwards exercise.

AUTHORITARIAN COMPLIANCE: Make an assignment to group members that each person hold his left earlobe with his right hand. Do not instruct them to let go until someone protests:

GAMES PEOPLE PLAY: Discuss individual ways of turning others off and turning them on. Have each member name the most effective game he plays.

PHYSICAL PERCEPTIONS: Have one member stay in the center of the group with his eyes closed. Choose one member from the circle to go in and shake his hand. Have center member respond to the impressions from the handshake.

Have members go around circle and tell the person on his right what perception he has from the other's posture.

HOW OTHERS PERCEIVE US: Have four people in each group. Each one is presented with \$10,000 and two months vacation. Have the others tell him what they imagine he would do with the money and time. No response from designated member. At end of exercise talk about whether others perceived you as you perceive yourself.

GROUP ON GROUP: One member observes the behavior of one group member. Form one group and observer recounts his perceptions of the member he observed. Reverse procedure but this time with a task to choose a leader of the group.

PERCEPTION OF OTHERS: Choose a partner. One tries to communicate a feeling with his facial expression. Other tries to tell how he perceives the communication. Reverse.

FEELINGS ABOUT TOUCH: Milling around. Pick a partner and with eyes closed try to have a conversation with your hands. Have a fight. Make up. Now touch his face and see if your feelings about him change. Does this make you feel as though you know him better? Do you think this is sensible exercise?

HONESTY: Pick a partner. Tell him something that you are most afraid of. Tell him some secret about yourself.

Tell him something about himself. Ask him a personal question, something that you have wondered about. Did you tell the truth? Why not?

COUNSELING LEADS

I've lost one job after another. The last one was my big chance and I muffed it again. I'll never have another chance like that one.

I grew up in a Jewish neighborhood and I know how those people are-- money hungry, pushy, loud--I'd gladly see them all in a gas chamber.

Now that I'm crippled I'll never get married.

It seems that everything I did was wrong. Nothing I could do would please them. My parents never did love me.

Did you ever notice that you can't depend on blacks? They're lazy and dirty, and if one moved into my neighborhood he'd be sorry he pushed where he doesn't belong.

I couldn't stop myself. I knew I'd be sorry but when the boss told me to go to hell I smashed him.

The other fellows found out I was gay. I could feel them looking at me as if I were some kind of freak. I can't go through that again. I'm afraid to take another job.

I get up in the morning and I dread facing another day. Each day is so empty. Life doesn't seem worth the effort.

I kept hoping the invitation would come but when it did I got all tight inside. I wanted to go to the party, but then I changed my mind. I wished all evening I hadn't been invited.

The teacher never yells at me or even looks at me, but I get a stomach ache every time I go into her class.

Silence.

I don't know where to begin.

I don't have any friends. I try to make friends with other people but they're nice to me and then they turn away. I'm just not like other people.

Now they're talking about a minimum income--you get paid for doing nothing, for being useless. If those people would do an honest day's work they'd get paid for it like everybody else. Why should we give some people a free ride.

It was a day like every other day except that it was different. I just knew I couldn't go on--no job, no one who cares about me, nothing to look forward to. That's when I decided to end it all.

He keeps telling me he loves me but I start to wonder about it as soon as he leaves for work. And it gets worse as the day goes on. I keep wondering if he is really at the office or if he has someone else. By the time he gets home I'm so depressed and irritable. If I try to ask him anything he gets mad and storms out.

My boss asked me to stay late again last night. I really didn't mind it.

It's always 'Brian this and Brian that!' I'd like to never hear his name again. Even if he is my brother, I wish he were dead.

I was in prison. I stole a car.

I knew it was wrong to throw that rock through the window.

The other counselor didn't spend so much time with me. I feel as though I can tell you anything.

The other counselor said my boss must have a serious problem to make him act like he does.

What do you think I should do.

FIVE

PROBLEM IDENTIFICATION AND SOLUTION

An analysis of the field of forces affecting organization problems will help in making issues more concrete, will help determine most appropriate goals and sub-goals, and will produce clues about required skills missing or needing improvement. Such diagnoses should help to make action more productive toward the solution of skills problems in organizations.

Proceeding toward problem resolution without diagnosis of a field of forces may lead to unnecessary trial and error. It may also alleviate symptoms while the problem remains and any movement toward goals stays blocked.

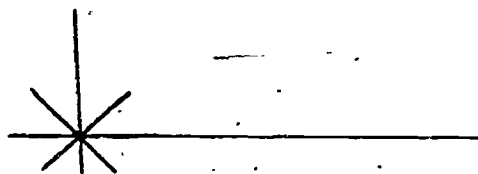
The importance of identifying and analyzing a field of forces lies in its wide applicability. Force field analysis may be applied over and over. For example, applying the tools of force field analysis to the problem of learning a new skill is an important aspect of the inservice instructional system.

In problem situations a typical response is to jump directly from the problem situation to considering a plan of action. The real problem in this case is that several steps in the problem-solving process are left out.

Problem Identification:

A problem is a falling short of an ideal state. It is a block to the achievement of a goal. Problem identification and problem solving is integrally connected to goal and goal achievement. For example:

The horizontal line
represents movement
toward the goal



The vertical line represents the present condition, a problem, a barrier to movement toward the goal.

In the development of organizational patterns, solving problems so they stay solved requires that the problem statement be as concrete as possible and satisfy the following criteria:

1. Who is causing the organization problem?
2. Who is affected by the problem of the organization?
3. What skills must be used in order for the problem to be solved?
4. What is the nature of the problem?
 - a. Self: Conflict about values, attitudes; lack of skills; inability to express feelings; a different perception.

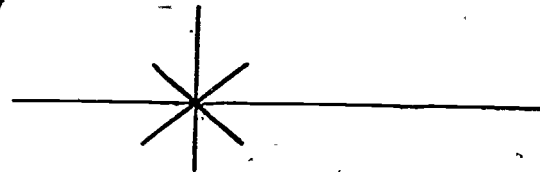
- b. Other: Lack of understanding; not willing to use his resources; lack of skills; conflict about values, attitudes.
 - c. Organization: Lack of communication channels; lack of scheduled time and resources; lack of clarity about membership roles and norms; power conflicts in decision-making; lack of support for innovation.
 - d. Society: Community values in conflict with organization values; lack of clarity about goals; other structures in conflict with organization structures.
 - e. Other Forces:
5. What else needs to be known about organizational development in order to clearly define the problem?
- a. Organizational theory
 - b. Research findings
 - c. Existing innovations

Statement of Goal:

The horizontal dimension, movement toward a goal, must be stated in operational terms. The goal statement contains a description of a condition which should exist, or of how things will be different. The way the goal statement is written helps determine the nature of subgoals, both proximal and more distant sub-goals. Action taken depends on the final outcome being sought. A goal statement must meet the following criteria:

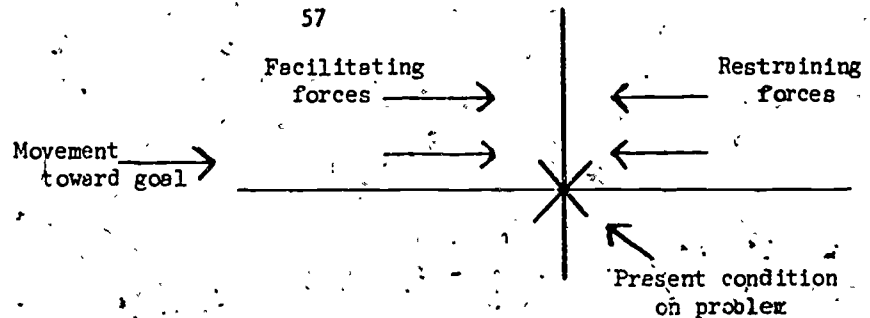
1. Is it measurable (how will you know you have arrived; have you indicated acceptable givens and conditions; what are your criteria for measuring movement toward the goal)?
2. What is its significance (will it be worth its cost in time, money, energy, etc.)?
3. In what domain or domains can it be identified?
 - a. Cognitive (what is known)
 - b. Attitudinal (what is felt and valued)
 - c. Behavioral (what is done)
4. Communicability

Goal Dimension

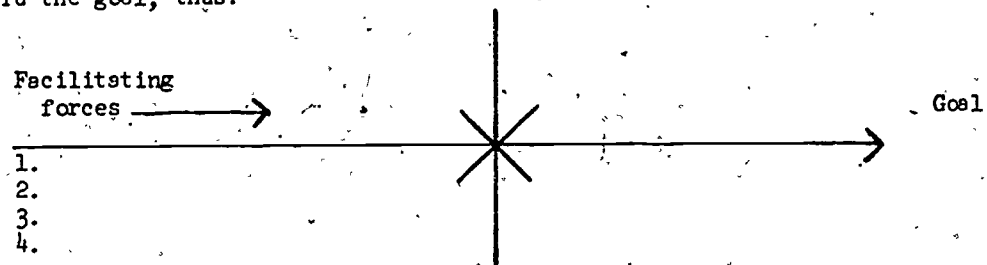


Problem Dimension

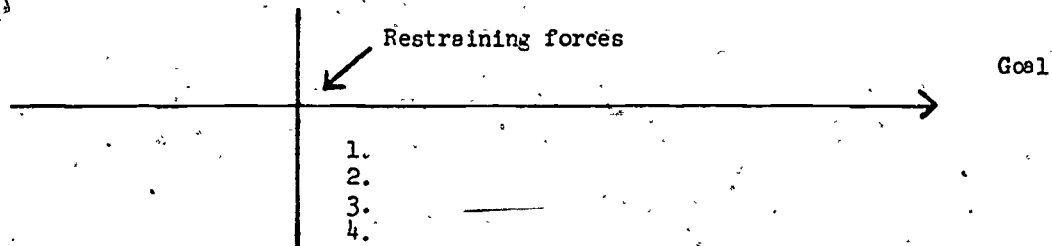
The process of identifying problems (or goal) should also consider causal factors; that is, force fields. From physics the concept of equilibrium is borrowed, which is a state of balance between opposing forces, and applied it to problem analysis-diagnosis. A problem exists in a field of forces. The present condition or problem stays in equilibrium because of a set of opposing forces.



One task is to identify and list those forces which facilitate movement toward the goal, thus:



Another task is to identify and list those forces which are restraining movement toward the goal, thus:



Now we have identified an array of forces which both help and hinder continued movement toward the goal. It is important to keep in mind that movement toward a goal can be impeded at any point along the way. Every time this happens the situation which caused it makes goal achievement problematical and, therefore, makes the identification of supporting and blocking forces important.

Ranking and Rating Forces:

The equilibrium, or condition blocking movement toward the goal, can be changed by adding facilitating forces or by increasing the strength of these facilitating forces, and/or by reducing, or ignoring, or changing restraining forces. In many instances the tendency of problem solvers is to add to or increase the strength of facilitating forces, perhaps causing an increased push or counter drive from the restraining forces. A more effective approach may be to work to reduce or change the restraining forces first.

The analysis is not complete until diagnostic techniques have been applied to the forces. Forces need to be submitted to evaluation and scrutiny: are they valid? how do we know? how significant are they? what is their strength? how can we find out? can they be changed or reduced or redirected? what will help or hinder in an attempt to change them? The following are criteria in the steps for an analysis of a field of forces:

Step One - The criteria of step one is IMPORTANCE

- a. If the force (helping or hindering) is changed, movement would result. Which of these forces are most important for goal achievement?
- b. Rank order all the forces, the most important being number one.

Step TWO - Rating may be done on three dimensions: STRENGTH, CLARITY, and WORKABILITY.

- a. Strength - How resistant to change is each force?
How easy or hard would it be to change the force?

Rate each force as to strength

Easy Medium Hard

- b. Clarity - How clear is it to me that it is a force?
What evidence do I have?

Clear Partly Clear Unclear

- c. Workability - To what extent can I do something about changing the force?

--Weigh each force for workability, using a plus (+) or a minus (-). An arbitrary number rating may also be used (1, 2, 3).

--Information yielded in this way will show degree of workability for each force.

Note: It may be necessary to do another force field analysis on the force or forces selected in order to more accurately determine the skill needing practice.

PROBLEM SOLVING:

Problems exist nowhere but in the minds of people, nor would they exist at all if people knew all that was needed to solve them. Such a statement is only partially true in that each of us "knows" more about any given situation than seems to be applicable to the problem at hand. Each intelligent being is constantly gathering, and processing data which pertain to his environment. The force field diagnostic technique can help in the organization and selection of data which will contribute to goal achievement.

Other than one's "self", our greatest potential for effective problem solving is "others". Those with whom we work and associate have access to a wealth of information and skill which, if applied to our problem, could give strong positive movement toward the goal. Skill is needed in both the giving, and receiving of help. Team building skill exercises are designed to facilitate both giving and receiving with a heavier emphasis on receiving help since that is the area which our culture has effectively discouraged.

In addition to the problem solving help which is immediately available to us from ourselves, and others, much information on similar and related problems has been recorded, and is available in both published and unpublished material. The professional journals frequently contain reports of studies which give data germane to your interest.

Collecting Information for Problem Solving:

When a problem requires diagnosis within its own setting, but defies understanding from observation alone, methods of collecting significant data must be obtained. There are many prepared instruments for situational diagnosis, and the representatives of most publishing companies may be helpful in selecting an appropriate instrument. Many times problems are so unique to a particular setting or group that a special instrument must be prepared. The particular use and statistical treatment, if any, to be used with the data will determine the qualifications of those who will prepare the instrument.

Before collecting data, one should refine his force field to a position from which he and one or two others as helpers can select that force which can best be changed. From the selected force, one should select a first action step (also with the help of others) then do another force field on the forces for and against taking the first action step. When selecting tools for data collection, one should examine the functional specifications of available tools, and match those functions with the ranking and rating of his force field.

Since people are an important and significant source of information, certain methods should be employed. In order to elicit the requisite and relevant information, brainstorming can prove to be a useful device. The following principles and procedures for brainstorming can produce a number of alternatives for consideration:

1. The session will be more productive of ideas if you refrain from evaluating them or discussing them at the time they are proposed. Education and experience have trained most of us to think judicially

rather than creatively. By deferring judgment on our ideas, we can think up far more alternatives from which later to choose.

2. Group production of ideas can be more productive than separate, individual production of ideas. Experiments in group thinking have demonstrated that the average participant in this kind of creative collaboration can think up twice as many possible solutions as when working alone.
3. The more ideas we think up the better. In problem-solving of almost any type, we are far more likely to choose the right path toward solution if we think up 10 ideas by way of possible alternatives instead of only two or three.

There are two phases to the brainstorming process. In the first, quantity is more important than quality. The factor of quality considerations inhibits the spontaneity so necessary to the flow of ideas.

First Phase: BRAINSTORM the problem according to the following rules:

- a. All critical judgment is ruled out. We seek ideas, not critical analysis.
- b. Wild ideas are expected in the spontaneity which comes when we suspend judgment. Practical considerations are not of importance at this point.
- c. Quantity of ideas counts here, not quality.
- d. Build on the ideas of other brainstormers when possible. Pool your wildness.

Second Phase: Now CRITICAL JUDGMENT is applied:

- a. Members should review the ideas by applying their best judgment.
- b. Members should be urged to seek for clues to something sound in the wildest idea.
- c. Priorities should be selected for reporting to the decision-making person or group.

- GOAL STATEMENT:**

Restraining Forces

- ## Restraining Forces

A. _____

B.

C.

GROUP PERCEPTIONS INSTRUCTIONS

Goal: To establish intragroup feedback about behavior and feelings.

Materials:

"The Helping Relationship"
"Group Perceptions Survey"

Group size:

Variable

Specific Instructions:

ACTIVITY

Hand out "Group Perception Survey."

Allow groups to re-form.

Allow all to complete

Allow all to complete.

Allow all to complete.

Allow participants to discuss the results.

SUGGESTED NARRATION

"Before advancing to new activities it is sometimes useful to check where individuals 'are' in groups, and whether the group is 'with' you. The 'Group Perception Survey' provides a means to that end."

"Please assemble into groups of six each."

"On the survey form, please complete the odd numbered items answering 'yes' or 'no!'"

"Now go back to the even numbered items and estimate the number in the group--including yourself--who answered as you did. Place that figure in the space provided."

"Now, poll the group to obtain the total number of 'yes' and 'no' responses for each item. Place the figures in the 'Total yes/no' column."

"Now, fill in the 'Total marking as you did' column from the 'Total yes/no' column. Subtract that figure from your estimate to check your perceptions with those of other group members."

GROUP PERCEPTION SURVEY

Actual Total Bycount
Yes/No

Total
marking as
you did

Over or
under
estimate

1. Are you satisfied with the attention and consideration the group gave your comments? YES () NO ()
YES () NO ()
2. Estimate how many (counting yourself) marked question 1 the same way you did.....()--() = () 1
3. Did you agree with or like something that happened in the group without openly letting the group know? YES () NO ()
YES () NO ()
4. Estimate how many (counting yourself) marked question 3 the same way you did.....()--() = () 4
5. Did you tune-out, withdraw into your own thoughts, stop listening at any time without telling the group? YES () NO ()
YES () NO ()
6. Estimate how many (counting yourself) marked question 5 the same way you did.....()--() = () 6
7. Did you feel irritated or impatient about something that happened in the group without openly telling the group? YES () NO ()
YES () NO ()
8. Estimate how many (counting yourself) marked question 7 the same way you did.....()--() = () 8
9. Did you feel hurt, embarrassed or put down by somebody without telling the other? YES () NO ()
YES () NO ()

Total
marking as
you did

Over or
under
estimate

10. Estimate how many (counting yourself) marked question 9 the same way you did.....()--() = () 10
11. Was what you got out of this session worth the time and effort? YES () NO ()
YES () NO ()
12. Estimate how many (counting yourself) marked question 11 the same way you did.....()--() = () 12

5. Now review the list of action alternatives and resources on the previous page, and think about how they might fit into a comprehensive action plan. Eliminate those which do not seem to fit into the overall plan, add any new alternatives and resources which will round out the plan, and think about a possible sequence of action.

6. The final step in this problem-solving process is for you to plan a way of evaluating the effectiveness of your action program as it is implemented. Think about this now, and describe the evaluation procedures you will use. Begin by listing the purposes for your evaluation plan.

When media are orchestrated around an issue, it becomes easier to precipitate an ever widening involvement of people in the community and in studying the need for change. For example, in any library campaign for community education about an issue, there are at least three levels of program development. At first, it is necessary to introduce the topic and the library's relationship to it. Such techniques as display and "take-homes" help to accomplish this initial orientation.

At the next level of development, selective dissemination of information helps to open up the topic for various publics. Mailing lists are organized, for example, around the characteristics of the audiences to be reached. Speakers and films can be selected to accomplish in programs for smaller group what readers advisory and reference services can do for the individual.

Finally, on the widest level of all, the mass media can create an awareness in the public at large of the issue of concern to the community. A particular issue, can be simultaneously introduced on television, radio and newspapers and pursued by them in a number of variations in an effort to reach groups whenever convenient for them, and wherever they may happen to be. Commentary on the issues which have been introduced, and greater depth of presentation can be effected through magazines, newspaper articles and program planning.

Program Development:

Media utilization presupposes an audience assembled in one place at one time. Of course, this does not entirely rule out a one-person audience, but such a situation is not as frequent nor serves the primary purpose of media transmissions. Consequently, group methods are mandatory, and add a dimension to library service that may be a worthwhile counterbalance to the over-individualization of reading.

Fitting technique to purpose is required because some plan and order is necessary in group activity in order to ensure purposeful communication. If meaning is allowed to occur haphazardly, it may at a later date have to be corrected. Efficiency in communication is accomplished by fitting appropriate technique to the specific purposes sought. Purposes can range over those which reach for information, for understanding, for problem-solving, or skill development.

If information is sought in the communications situation, then one could consider as a technique a speaker who is informed and whose message is organized. As an alternative, one of the audiovisuals might be satisfactory--particularly a film, a video tape, or a slide presentation that can carry an integrated message. For a smaller group, the working paper can serve as a satisfactory substitute. When the panel used is of a symposium format, information can be communicated directly and fairly effectively.

If understanding is the purpose of the structured communication, then something more than the speaker, the film or the working paper is needed. These information techniques may be used as a brief introduction, but they should be supplemented by the panel discussion, role play and straight discussion. In these techniques, understanding is better achieved because information is shared and considered from different points of view.

If problem-solving is the goal of the communications situation, then any of the techniques for information and understanding may be used to define the problem. Once defined and analyzed, it is commonly expected that some action will develop. In order to promote action, a solution must be worked out through the technique of a meeting structure. Consensus should be reached at each step of the agenda or else no final agreement is ever likely to occur.

If the development of a skill is the objective of the communication or the learning enterprise, then any technique considered above can be used as long as it leads to involvement. When a skill is developed, habit patterns are usually changed or new ones formed. Consequently, involvement in the skill-producing activity is of primary importance, and is induced most directly through techniques such as the case study, and extended practice periods.

Starting with an idea: there appears to be two major ways of introducing a program--either with an idea or with an authority. When starting with an idea, the issue to be started with should be analyzed into its constituent topics. In such instances, the librarian puts to work his understanding of selection principles by identifying the main topic, the secondary and related topics.

The idea should be an "original" one to start with, for unless the issue is important, it is difficult to create a situation where the skills of creative and critical thinking can be employed. Issues surrounding the idea should be identified; pro and con, with which participants and the audience can agree or not. If this is not the case, it is difficult to give substance to any listening, viewing or reading experiences. Certainly if, in addition, the idea can be visualized, greater impact and depth of meaning is likely to occur.

Some consideration should be given as to the applications to which the idea may be put, that is, what purposes is the program designed to achieve and with whom? The consumer should be carefully delineated, indicating how the idea will appeal, and in what degree, to the audience selected. The subject, or main idea, should be timely or its timeliness be made evident by relating it to other items in the news. If the subject is sufficiently interesting, and its presentation timely, any audience can be expected to have questions. As many questions as possible should be anticipated, perhaps under some such structure as the following: (a) points requiring fuller treatment; (b) points of disagreement; (c) points not covered.

3. _____
4. _____
5. _____
6. _____
7. _____
8. _____
9. _____
10. _____

1. Keep an up-to-date census of individual members.
 - .By keeping data of member's activities, interests, time, etc., on a membership card.
 - .By keeping records of participation up-to-date.
 - .By semi-annual interview with individual members.
2. Provide opportunities for participation in planning programs, in doing special jobs, in working on committees, in making reports (even though not a chairman), in small group discussions.
3. Provide opportunities for developing skills using discussion techniques, group participation, public speaking.
4. Recognize members for their accomplishments in the organization in local news reports, in house organ, at general meetings, by promotion in responsibility.
5. Plan for review of organization's activities by all members at least once a year through small group meetings of total membership.
6. Relate policy and program to meet needs of members through wide opportunity for participation within organization structure, dues within members reach, money raising not too burdensome, committee structure effective, election procedures democratic.

2. _____
3. _____
4. _____
5. _____
6. _____
7. _____
8. _____
9. _____
10. _____

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considering the needs of the aged person as an individual
(selection of materials and referrals to other agencies)

- .plans for retirement.
- .information for the volunteer who helps with community activities for the aging.
- .books with large print.
- .referrals to services to the blind.
- .material for the professional worker who serves the aging, social workers, ministers, superintendents of nursing homes, community recreation leaders, librarians.
- .providing group services to the aging
 - .through cooperation with other agencies providing such services.
 - .through library-sponsored book reviews, discussion groups, local history group, hobby clubs, etc.

How can the library go about helping the community identify the needs of the aging?

- .create a committee (of which the library is a member) representing local government to explore the problem of the older adults in the community.

What are the responsibilities of the committee?

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All needs have to be met through the educational process. What other way is there in a democracy? Even where a marked need, such as for Americanization classes, is turned over to a specific agency, such as the public schools, the schools will probably have to educate the general public to understand why money and time should be spent on such a project. Usually, though, the solution to a problem is not so apparent. Thus, although the lack of public transportation is a marked need, no easy solution is evident. Therefore, the citizens have to understand the factors involved: certain leaders have to understand possible solutions and know how to develop a plan of action, which in itself will require education of the public.

The only formula for determining an educational need which can be devised is a series of questions to ask about any need -- who needs to know what about this? If anyone needs to know anything, some educational agency has a responsibility. With these selected needs, the committee could explore the educational implications and the existing resources one by one. Thus, if one outstanding need required a month's digging, and revealed a myriad of possible actions, they might decide to stop right there for the time being. In setting priorities among such needs the planning committee might select them on some agreed upon basis, such as:

- .those for which the most evident exists.
- .those which affect the basic life of the community (economic, (intercultural, etc.)
- .those for which the fewest resources seem to exist.
- .those which touch the greatest number of individuals.

An educational need can be one of the several kinds the direct

.impact of new population on a community --revealed by population breakdowns, interviews, etc.

.national and state decisions --revealed by lack of resources for information and discussion.

.lag in the development of good intercultural relations -- revealed by population breakdowns, interviews, newspapers, etc.

.the lack of any training opportunities such as those listed above.

The need for education in good citizenship practices, such as:

.observance of safety rules -- revealed by accident death rate, etc.

.intelligent voting -- revealed by low voting rate, votes for a service and against the bond issue to support it.

.civic neatness -- revealed by observation, other agency concern, newspapers, etc.

The need for education to meet personal problems resulting from community situations:

.low income level may suggest education on other job opportunities, vocational retraining, building and repair skills, low-cost menu planning, money management, etc.

.crowded schools may suggest parent education on giving children experience background, encouraging home readings, training in human relations, etc.

How to Teach Adults:

1. The nature of learning

.Changed behavior is the logical aim of learning.

.Many programs fail because of emphasis on knowing facts, instead of the application of facts to the solution of a problem.

.Training programs place emphasis on knowledge, attitudes and skills.

How can a training program develop knowledge, attitudes, and skills:

.Knowledge usually can be infused most efficiently by reading assignments or lectures.

.Attitudes may be cultivated through discussion, but may be influenced strongly by other methods.

.Skills are usually best developed through demonstration-performance methods and role-playing. It is important to keep a balance of all three.

conformity with goals rather than in terms of the needs and concerns of real people. Like other social professions librarians have been challenged by a new set of imperatives which require an enhanced awareness of the independence of communication media in maximizing learning.

The research done in learning and communications theory support the principle of reinforcement in the learning situation, and suggests a more perceptual approach to an understanding of communication than either linear logic or the stimulus response approach to meaning is able to supply. Be this as it may, certain factors become fundamental elements in the process of library planning to meet the newer social imperatives.

Analyze your library agency in order to understand why it is interested in certain publics. Consideration of resources and services offered by the library are important, but also of particular significance are those available from other social, educational and communications agencies. No single other agency in the community is in a favorable position as the library to discharge the responsibilities of coordinating structure.

A library study is also, to an extent, an analysis of the library's image. For example, the book may predominate in this library in all its stuffy splendor, or the librarians in that library may be oriented towards a more open-ended learning experience for all people. In the latter instance, media will predominate including a wide range of materials and equipment.

In event, when librarians are aware of today's world, there is an awareness that the level of expectancy has changed for the population at large from print to audio and visual instruments. Youth, especially, operates within this frame of expectancy. Those youth, particularly, who graduate from media centered high schools are often shocked because they find only books in the public and college libraries.

2. The Psychological Factors Underlying Learning. The main psychological factors that strongly influence learning are:

- .Motivation.-- Often results from an understanding of why and what is to be presented. It is very important for the student to understand why they should accomplish.
- .Concentration -- Most learning takes place when the student will focus full attention on the learning situation.
- .Reaction -- When thinking takes place in a learning situation. Is very important in terms of preservation of learning.
- .Organization -- The pulling of pieces together to establish relationships. Often neglected.
- .Comprehension -- is the perception of meanings and implication of material studied.
- .Repetition -- considered the greatest perservative of learning.

3. Applying the Principles of Learning

- .Motivation -- motivate students by directing instruction toward the job or situation that is important to the students.
- .Concentrated Attention -- The instructor must hold attention through use of illustration, applications, humor, enthiasm, and questions.
- .Reaction -- The instructor should stimulate mental activity by the use of questions, problem situations, discussions, case studies, tryout situations, etc.
- .Organization -- is very important. Outlines are helpful to student.
- .Comprehension -- is a must. Use practical illustrations and applications. Utilize student suggestions.
- .Repetition -- Use reviews, tests, posters, summaries, and questions to promote mental repetition.

result, of a community study, interests and concerns will be identified, and emerge as characteristics under which people can be grouped, and programs developed in order to catch and hold their attention. Such utilization of motivational planning is necessary, because meaning emerges only when information becomes kinetic, i.e. related to real-life interests.

Analyze your resources in order to determine whether the resources and the materials available are pertinent to the interests and abilities of the publics to be reached. In addition, it is important to have resources in sufficient duplication. When a specific title is mentioned on a mass media program, are there enough copies to cope with the demand for it? Resource surveillance keeps one aware of public media programing and the demands for materials that are likely to occur.

Beyond the library, many other resources exist in the community which could be utilized were they identified and organized for use. Audiovisual and printed materials, as well as persons with special capabilities are available and could be given wider exposure. When resource persons are identified, they can be made available to others, through one of the library's reference tools known as a community resource file. Another reference tool, the community calendar, identifies the programs and other organized activities of groups, and lists them for wide perusal.

Campaign planning is a method used by libraries to focus attention upon an objective and a particular public to be reached. Just to program without reference to a target group, is to disperse one's efforts and to scatter one's effectiveness in a wasteful misuse of resource potential. The "Friends" of the library is an example of a satellite group, which can render invaluable assistance both in specific group programing, and in making it difficult for people to avoid thinking about the specific issue at hand.

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- .Partition lecture into groups of homogenous ideas.
- .Limit material to the abilities of the audience.
- .Examples, should be many and varied.

6. Demonstration-Performance Method is useful in teaching manual skills and routine processes.

- .Plan your demonstration, include objectives.
- .Choose and prepare equipment.
- .Rehearse demonstration to self.
- .Let students try process.
- .Students then should advance at own rate.

7. Group discussion Method

This is an extremely important method to stimulate thinking.

8. Role Playing Method is important in institutions that require skill in human relations, insights into human behavior, and sensitivity to personal contacts. Basic steps of the role playing method (technique) include:

- .Determine objective of the episode.
- .Structure situation to objectives.
- .Establish roles.
- .Prepare those to be included.
- .Play the situation.
- .Analyze the situation.
- .Evaluate, summarize, and discuss.

9. System for Conducting Instruction. Steps that lead to most effective learning include:

11. Preparing a Classroom. Comfortable facilities and adequate equipment is necessary to insure maximum learning opportunities.

12. Measuring Achievement and Performance. Every program needs evaluation to show how well it is succeeding:

- .Must reflect accurately both how well students do and how well the program is producing the desired effect.
- .Valid Tests--do the tests measure what they are supposed to measure?
- .Reliable--do tests or instructor give one grade for one type of work?

13. Principles of Counseling. The purpose of counseling is to benefit the agency through helping the student make better progress:

- .Student must feel counselor intends to help him.
- .Much tact is necessary.
- .Avoid making snap judgments.

Methods of Counseling

- .Obtain as much information as possible before interview.
- .Determine length of interview by student's needs.
- .Promote cooperative attitude before discussing touchy matters.
- .Encourage student to solve own problem.
- .Keep record of all counseling.

Library Service to Publics:

There is an important distinction to be made between service to publics and group dynamics. Group dynamics is the term for the process in which a small highly interactive group is involved. The group meets regularly over a period of time in order to consider some need or interest of the participants, establish its purposes and achieve some behavioral outcomes. On the other hand, service to a public is largely program planning for a noninteractive audience of any size. The programs planned may be sequential. If there are as few as three programs in a series on one theme, then the sequence is considered to be educational in the broad sense.

Service to publics considers large segments of the population as a whole which are fairly clearly identifiable by demographic, socioeconomic and cultural characteristics, e.g. labor, disadvantaged, aged. Once identified, their characteristics have to be transformed into educational and information needs. Then it is possible to ask the seminal question underlying all program development: WHO needs to know WHAT about the aspects of these topics?

1. List the characteristics that segment of the population over which you are concerned:
2. Restate these characteristics as informational and educational needs or interests:
3. Who besides your population segment also needs to know about the needs and interests of your segment of the population:
4. What does each of these other segments need to know about your segment of the population:
5. When, where and why will you assemble each of these segments of the population:
6. When, where and why will you assemble your segment of the population:

Program Planners Assignment:

1. What does the patron(s) need to know? (These are the library's objectives, aims and purposes)
 - .Is there evidence in the material that the patron is central?
 - .Is there evidence that library objectives center on social generally and the near community specifically?
 - .Is there evidence that the objectives are expressed in terms of what others have done and thought?
2. What is to be communicated?
 - .What basic philosophy provides the frame of reference for library services to the public?
 - .Has there been consideration of such questions as: What is a good life? What is a good philosophy? What is a good library? What is the role of the library in developing a good person and a good citizen?
 - .On what theories or viewpoints of communication have the public services been developed? What is the role of the librarian in the communications process?
3. Is there clear delineation of what is to be communicated in terms of the patron's (1) understanding, (2) skills and abilities, and (3) values?
4. How are the communications experiences selected?
 - .Have criteria for selection of communications experiences been observed, such as (a) relationship to objectives, (b) level of difficulty, (c) variety and (d) program organization?
 - .In presenting new stimuli, is some attention given to such procedural steps as motivation, presentation, drill, evaluation?
5. What methods are used in these situations to bring about learning?
 - .The question: What shall we do? Why do we do this? What do you think this should accomplish? Who, of our many publics, will be affected by this? In what way?
 - .Referral to the library's statement of purpose, to policy statements, to the statements of purpose made when a continuing activity was instituted, such as film service, a weekly radio program, a publicity program.

.Referral to other materials: library literature--books, journals, pamphlets; related literature, such as adult education, sociology, human relations, public administration; the library's own literature, such as staff manual, staff newsletter, bulletin for the public.

.Group study of such materials.

6. Are the methods and materials of communication emphasized, such as discussion, field trips, use of resource persons, audiovisual, printed materials, lectures and group work?

7. Is there information regarding the organization of what is to be communicated?

.Is there consideration of continuity, sequence, and integration?

.Does the organization of what is to be communicated emphasize concepts, values and skill?

.Has attention been given in the organization of content to such ideas as proceeding from simple to complex, from near to far, from concrete to abstract?

.Is the organizational structure built on topics, units, subjects, broad fields or simply undifferentiated structure?

8. What evaluation processes are emphasized?

.Are purposes of evaluation procedures clearly stated?

.Do they involve efforts to determine to what extent patrons have changed? Check effectiveness of behavior outcomes? Serve as a means of guidance, of public relations and of clarified purposes?

.What kinds of evaluation procedures are used: situational questions, answers, behavior, content?

.Are attempts made to help patrons in self-evaluation?

9. What evidences are there that group processes have been used in developing the communications continuum for the patron?

.Is there any evidence of developing readiness or appraising attitudes towards change, of identifying tasks to be done, of continuing evaluation?

Program Action Committee Meeting Agenda

<p>1. What is our purpose?</p> <ul style="list-style-type: none"> .to help pre-and retired people continue living interesting and creative lives? .to develop a program for this group at low cost to the consumer? 	<p>Who needs to know what about this purpose?</p>
<p>2. Who is our consumer public?</p> <ul style="list-style-type: none"> .What are their interests and characteristics? .Where are they located? Where can they be reached? 	<p>What is the best time to reach them?</p>
<p>3. What topics are they interested in?</p> <ul style="list-style-type: none"> Orientation to... Sources of information, education & assistance. Financial and legal aspects... - Getting the most for your money, consumer education. Putting your hobby or interest to work (or former occupation). Creative use of leisure time... Enriched living. Citizen in politics, chance to do something for democracy. Your health.... Physic.: care. Mental (health) attitudes towards living. 	<p>Resources: who can give what kind of help best?</p>

Your family...
 How to live independent of other generations.
 Living arrangements & accomodation...
 Terminal session...
 Where do we go from here?

4. Techniques

- . to transmit information
- . to understand a problem, or variety of viewpoints
- . to solve a problem
- . to develop a skill

5. Administration & coordination

Developing session content...

When and where to begin, suitable locations, meeting time and frequency...

Publicity, registration...

Processes

- . direct personal mailing lists of aging persons
- . radio and television
- . newspapers and newsletters
- . mailing to organizations and agencies business, industry, unions, personnel managers, etc.

DEVELOPING CONCERNS INTO PROGRAM CONTENT:

Questions in dealing with areas of concern:

1. What is the significance of the concern to the community? Is it really vital?
2. Does it affect the total community or only a segment of the population?
3. Who is doing something about it? Who is aware of it? What understanding is there? action? apathy? resistance to it? or resources for meeting it in the community?
4. With whom should the library work for resources and for cooperation?
5. Is this a long or short term problem? If short term, are there more serious, underlying, intangible factors?
6. Which concern will be easiest for the library to deal with? Which is most difficult? Which one needs most to have a solution found for the community?
7. What is the relationship of concerns and problems to each other?

Question in dealing with library priorities:

1. What are the actual and potential resource backgrounds of the staff?
2. What special abilities do members of the staff possess?
3. What changes need to be made:
 - in staff responsibilities?
 - in materials and purchasing policies?
 - in staff attitudes toward the community and various groups?
 - in the approach to extended services?
 - in developing and focusing publicity?
 - in staff willingness to take on new responsibilities and try out new techniques?
4. Can you make a decision on what to do in one or more of the problem areas?
5. How can you evaluate what you do in terms of objectives?
6. It is especially important that you thoroughly understand the educational role of the library in whatever you decide to do.

CHECK SHEET FOR PROGRAM ACTIVITY:

The following questions can be used as a guide to help you (a) plan an activity (reminder of essential elements), (b) report an activity to trustees, the public, the profession, etc., (c) evaluate an activity, as baseline, or statement of intentions, to be reviewed at intervals or end of the activity. For maximum usefulness, it should be filled out in detail.

1. What is the educational objective of this activity?
2. Which of the findings of the study prompted it?
3. What specific library goal does it meet?
4. How does it involve library materials?
5. How does it involve community resources? (in planning and execution)
6. What segments of the community does it serve?
7. How will it be evaluated?
8. What plans have been made to continue it or to build on it?

PLANNING A FILM PROGRAM:

I. Selection the topic for the program:

- Do you design your program for a specific audience and invite a planning committee to work out the program goals, methods and technique?
- What is the purpose of your meeting or program? If it is being designed for a membership group, will the program be related to the objectives of the organization?
- Is the program designed to meet the identified needs and interests of a particular audience? Do you consider the ages, educational background, social and culture interests of your group in order to select a topic and film that will interest as many as possible?
- Do you tie the film in with other materials and resources in order to make it fit your overall program plans? Do you plan an exhibit and/or reading list related to the topic of the film program?
- Do you plan a book related introduction for the program topic, and a discussion or some other follow-up activity? What type of evaluation do you use to determine the effectiveness of your program and the need for future programs?

II. Selecting the film for your program:

- How long a film and what type of film will best suit your program needs?
- Do you consider several possible films on the same subject and pick the one best suited for the needs of your audience? Do you consult a film catalog and reviews (or evaluations) to help you decide?
- Do you order your film far enough in advance so you are prepared for possible emergencies? Do you get your film in time to preview it yourself, and make sure it is what you want?
- Do you plan an introduction for each of the films shown? Do you select musical recordings to play before the film program?

III. Showing the film:

- Do you examine your room before the group arrives to make sure it is properly set up; is your projector in good working order, and is the film in good repair?
- Do you make sure that your screen is far enough from the first row of chairs?
- Are seats arranged so that everyone can see the screen?
- Is the room dark enough, if the film is to be shown in daytime?
- Is the room adequately ventilated, if windows and curtains must be closed?
- Is the projector properly plugged in; is the cord anchored around a table leg away from people's feet?
- Is the projection table large and sturdy enough to hold the machine?

PROJECT OBJECTIVE
ACTION PLAN

This exercise is exactly the same as the preceding one, except that it focuses upon one of the objectives from your project.

1. Objective

2. Component
Analysis

Write down the component parts included within the objective:

- (a)

- (b)

- (c)

- (d)

3. Component
(problem)
Selection

From the list of sub-problems generated in Step 2, select that one which you feel is most pressing and which is to be subjected to the analysis process. Write it in the space provided below:

4. Force-field
analysis

Driving Forces

Restraining Forces

5. Ranking &
Rating Forces

A. Restraining Forces

Rank Number	Force	Rating		
		Strength	Clarity	Work- ability
	(a)			
	(b)			
	(c)			
	(d)			
	(e)			

B. Driving Forces

Rank Number	Force	Rating		
		Strength	Clarity	Work- ability
	(a)			

6.

Action Alternatives

 Brainstorm each force for possible causes of action which may be applied. Do not evaluate the alternatives--list all those you can think of.

RESTRAINING FORCES

(a) _____

Action Alternatives to reduce this force:

1. _____
2. _____
3. _____
4. _____
5. _____

(b) _____

Action Alternatives to reduce this force:

1. _____
2. _____
3. _____
4. _____
5. _____

(c) _____

Action Alternatives to reduce this force:

1. _____
2. _____
3. _____
4. _____
5. _____

DRIVING FORCES

(a) _____

Action Alternatives to increase this force:

1. _____
2. _____
3. _____
4. _____
5. _____

(b) _____

Action Alternatives to increase this force:

1. _____
2. _____
3. _____
4. _____
5. _____

(c) _____

Action Alternatives to increase this force:

1. _____
2. _____
3. _____
4. _____
5. _____

7.

Selecting Action Alternatives

 Review the action alternatives you listed in step 6. When you have completed the review, select those which seem most promising--those which you would predict might be most successful. Then, for each alternative selected list all the resources which are available to you for implementing the action.

Action	Resources

8.

The Action Plan

Knowing what resources are available to you, review your action alternatives again. Consider how they might fit into a comprehensive plan and arrange them, i. e., those for which you have few resources would receive a low priority.

Priority ordering of action alternatives:

- (1) _____
- (2) _____
- (3) _____
- (4) _____
- (5) _____

<p>An Evaluation Plan</p>

Now examine each action alternative and using the analysis skills practiced earlier, list the types of information which you feel would be necessary to make a determination of whether or not the problem was resolved.

Action Alternatives	Indicators

<p>Evaluation Design</p>

Now transfer your objectives, component parts, and associated indicators to the evaluation design worksheet (on the next page). When you have completed this step, you will have completed this exercise.

EVALUATION DESIGN WORKSHEET

1. Washburn, Charles

[illegible]

COMMUNICATION AS PERSUASION

Laymen may be extensively trained in the intensive use of library resources. They may understand the infrastructure as well as the strategies necessary for content data retrieval whether the strategy is based on the coordination of terms through boolean logic, or upon the classificatory set analysis of various authors' intentions, or upon the inductive juxtaposition of images in a concept referrant taxonomy. However extensive this learning of the infrastructure use may be, it establishes but the precondition for communication.

If communication is considered to be the process of engendering meaning in an individual, a group, or a community, some presentation devices or rather interactive methods will of necessity have to be employed to ensure that the content data sought or transmitted will have surprise value to that individual, the group, or the community. Of course, surprises may continuously grow out of happenings to individuals, groups and communities; and the librarian as a communications leader should be perceptive and skillful enough to capitalize upon and deepen these "teachable moments". But on other occasions it may be necessary to create the surprising conditions for work with individuals, groups and communities.

In order to facilitate discussion and avoid any bisexual bias as well as the cumbersome repetition of "individuals, groups and communities", the phrase adaptive control organism (ACO) is used for human systems. In the same manner, the term adaptive control mechanism (ACM) is used for non sentient systems such as computers or automata. Motivation is possible when the interpretive system of an ACO is not calibrated wide enough either to meet some threat to itself or take advantage of the some opportunity. In order to do so, information (i.e. data plus intentions) must be retrieved in a hurry and incorporated into that ACO's interpretive system of knowledges, attitudes and skills so that appropriate decisions can be made.

The surprise value of data content is related to and dependent upon the situational context of both the ACO and the ACM. Each ACO is bombarded with the stream of daily events. Most of these events are ignored. To some few events in the total stream we pay attention because essentially we are either threatened or we perceive an opportunity for personal aggrandisement. If the event is either too threatening or calls for more effort than we are able or willing to commit to it we suppress perception:

Thus, he adjusts his social perception to fit not only the objective reality but also what suits his wishes and his needs; he tends to remember what fits his needs and expectations, or what he thinks others will want to hear; he not only works for what he wants but wants what he has to work for; his need for psychological protection is so great that he has become expert in the "defense mechanism"; in the mass media he tends to hear and see not simply what is there but what he prefers to be told, and he will misinterpret rather than face up to an opposing set of facts or point of view; he avoids the conflicts of issues and ideals whenever he can by changing the people around him rather than his mind, and when he cannot, private fantasies can lighten the load and carry him through; he thinks that his own organization ranks higher than it actually does and that his own group agrees with him more fully than it does; and if it does not, he finds a way to escape to a less uncongenial world. In the "strain toward consistency," it is often reality that pays the price (Berelson).

This state of affairs calls for many interactive and negotiation skills which the ACO must learn along with the skills of infrastructure use. These are the communication skills which the ACO should be able to expect to learn from the librarian. In general, the three stages of the communicative interface include presentation, negotiation and resolution. Since it is not yet possible to examine the internal operation of an ACO, the study and analysis of response or feedback is necessary so that the inferences made are appropriate to the context and mutually satisfying (producing homostasis) to the ACOs involved.

In terms of content, some interesting processes are embedded. The patrons' needs and interests are content oriented. He wants to know something in order to be "on top of" the topic, i.e. in control. The patron is motivated to learn or to be informed by the power it will give him in satisfying his own concerns or the concerns of others. However, content cannot be separated from the process by which it is acquired or through which it is implemented.

More often than not, a problem is associated with the acquisition of satisfaction, as well as with obtaining the content. Knowledge yields to content analysis and application to context analysis. The latter is problem solving and the former is the logical analysis of documentary sources. The context determines both the surprise value of the information as well as the appropriateness of the communication methods. If the librarian can communicate with flexibility and impact in any context, then patrons can enter the system at any point and be assisted to any other point they may wish to go.

Motivation:

Reading, viewing and listening are merely skills used in continuing self education of equal or more importance is the question of motivating people to participate and actually to learn. Steps that the librarian should follow in motivating adults to self education include:

- . identify the problem
- . recognize the importance of the problem
- . begin thinking of library materials
- . identify the maturation level (thinking and experience) of the person (easy with children - difficult with adults)
- . take a step toward solution (think also in terms of referral and follow-up)
- . begin to interpret library service that will help solve the problem

There is a difference between a situation that presents an adult education opportunity and one which needs only the giving of on-the-spot information to satisfy the library patron. An adult education opportunity must contain an element of the "teachable moment" indicating a willingness on the part of the adult to learn something new. His willingness is often the result of a completely new situation in which he finds himself.

The problem of motivation can be separated into two sub-questions. Each question is complex and related. Both deal with the interaction of the individual with his environment, so include both internal psychological developmental tasks and external social variables, some of which facilitate participation in learning while others serve as barriers:

- . What are the major variables influencing why an adult decides as he does regarding engaging in educative activities, compared with other alternatives?
- . What are the major variables influencing how well an adult learns within a learning situation?

Motivation to participate is a long-standing problem in librarianship. Much has been written on it under the general topics of publicity and public relations. Less well known, the question of motivation to learn has scarcely been explored by the library profession. This is understandable since libraries do not normally have teachers on their staff. However, discussion of motivation to learn has become imperative because of the large investment libraries are making in program planning and community development.

Motivation to Participate:

Some adults engage in educative activity of which reading, viewing and listening are examples for the primary purposes of:

- . gaining greater control over their physical environment (more money is a major vehicle).
- . achieving general upward mobility in their various life roles; obtaining status certification within their occupational roles to indicate that they are qualified either to retain their present job or to be considered for another job.
- . deriving greater intellectual power, autonomy, or meaning; experiencing the satisfaction that is derived from the expressive qualities of dealing with the subject matter.
- . gaining satisfaction from the group experience; adjusting their relative position in regards to various present reference groups.
- . achieving new or different role competencies, in relation to either role conflict situations or perceived gap between role performance and role expectations.
- . increasing perception of self worth (actualization).
- . retreating from an unpleasant situation.
- . relating disparate adult experience to organized knowledge, and the planned activities of a knowledge organizer.

As a way of exploring variables that might be considered in motivation to participate, two differing uses of education have been listed. For each, several major sources of motivation have been identified that facilitate a decision to participate. Other considerations have been listed that serve as barriers.

Status certification within occupational role:

. facilitators.

- . participation in educative activities is in many vocational areas about the only route to the goal
- . the clarity of the goal
- . encouragement by adult education agencies
- . a high sense of educational efficacy gained from prior satisfaction and reward in educational situations

. barriers.

- . society establishes a relatively rigid minimum level of acceptance, based on demonstrated ability to perform and some people are not able to perform at this level

- . required investment of time and money
- . lack of encouragement
- . a perception that experience or length of service can be a substitute for education
- . dislike of the process of education

Satisfaction from the group experience:

- . facilitators.
 - . the lack of other satisfactory alternatives
 - . the individual perceives other additional secondary benefits
 - . the kind of group with which the individual desires to interact is one found primarily in an educational situation
 - . entry into the group is routinized making it easy for someone to join by registering
 - . prior similar experiences have resulted in satisfaction or pleasure
 - . educational groups for adults available in the community
- . barriers.
 - . availability of many more attractive alternatives
 - . fear of rejection in a situation where the entry to the educational program is controlled
 - . the lack of relevance that may exist between the person's goal and the objectives of the educational program

Motivation to Learn:

The question of motivation to learn assumes that the individual has already made a decision to participate. Certain variables, other than motivation, are related to differential learning of adults:

- | | |
|-----------------------------|------------------------------|
| . ability to learn | . kind of prior education |
| . age | . content of learning |
| . social class | . teaching |
| . level of formal education | . learning format or methods |

The adult learner enters the learning situation amid a variety of influences having differing vectors (both force and direction). Some of the major vectors are related to his degree of interest in engaging in the learning activities and some are related to one or more long

term goals. Six elements are central to motivation in relation to learning:

- . the individual learner
- . degree of interest in engaging in the learning activities
- . the learning activities (reading, discussion, laboratory work, etc.)
- . the learning that occurred
- . performance by the individual that indicates the degree of learning that probably occurred
- . the long term goals toward which the learning is ostensibly directed

The degree of interest to engage in learning activities is the initial learning motivation, in contrast with the interest of the individual in attaining a long term goal, which by contrast is the initial goal motivation. These two types of initial motivation are affected by subsequent experience of the learner with:

- . the learning activities
- . altered cognitive structure derived from actual learning
- . evidence of changed performance as indication that learning occurred
- . evidence of progress toward the primary long term goals

Initial and subsequent motivation are independent variables and may be manipulated by either:

- . grouping individuals with similar motivational vectors
- . providing differential rewards for change in effective performance

Principles of Adult Learning:

1. Learning starts at the point where the learner is
 - . The "point" is determined by the nature of the thing to be learned and by the nature of the experience, ability and viewpoint which the learner has previously acquired.

- . Within the same group it is easy to conceive that some learn much and others little, though students are exposed to the same general learning stimuli.
2. An individual learns as a whole organism
 - . It is difficult to conceive of purely intellectual learnings apart from feelings and emotions.
 - . This view of learning points to the necessity for teaching the "whole man", rather than mere segments of the subject matter.
 3. Learning is individual with each person
 - . Individual differences in age, ability, experience, training, etc. condition the amount and extent of learning of each individual.
 - . No one can learn from someone else. It must be an individual self-learning experience.
 4. Self-education of the learner in a total situation is the ultimate objective of the teaching and learning process.
 - . Unless the learner learns, it is quite obvious that no teaching has taken place.
 - . However, it may be true that self-education can take place without any particular leadership.
 5. Progress in learning is greatest when experiences, materials, etc. are arranged in short, cumulative learning experiences.
 - . This arrangement results in a feeling of satisfaction and of "getting somewhere".
 - . A certain amount of tentative planning is desirable.
 6. Relationships between leader and learner, and between learners and learners should be cooperative and informal.
 - . Each learner should have a feeling of belonging to the group.
 - . The leader should take the initiative in creating an informal atmosphere.
 7. Evaluation of progress in learning can be made on the basis of:
 - . Deepened understanding
 - . Improved skills
 - . Choosing new and more valuable purposes
 - . Improved ways of living as reflected in changed attitudes and lives, changed homes and changed communities
 - . Stimulation to broader and more effective thinging
 - . A feeling of satisfaction and progress by learner
 - . Extent of new and useful information acquired and utilized

SOURCES OF PATRON-LIBRARIAN INTERFACE

BOOK READ OR LIBRARY PROGRAM ATTENDED

Content analysis of issues stored in books after a reading of the material:

What are the important issues in the material?
 What stems from the author's argument:
 Are the author's assumptions acceptable?
 Is the evidence adequate?
 What points of view are neglected?
 Is the author's treatment of the topic fair and unbiased?

Does the material contain problems and issues over which people can validly disagree? Does the issue lend itself to reflective thinking?

Does the problem lend itself to discussion? Is the problem important enough to discuss? Is the problem too technical for a lay group?

ORGANIZATION OR COMMUNITY INVOLVEMENT

Context analysis of controversial issues alive in the community. What is a logical sequence in analyzing an issue?

What is the nature and extent of the problem? Is there a principle involved?

What is the present situation? What has led to the present situation?

Can the cause of the problem be removed? By whom?

How serious is the problem? What are the effects? Who is affected by the problem?

What is the essence or crux of the problem? Which aspects of the problem present the greatest difficulty?

What, if anything, can be done? What has been done elsewhere?

Analyze and examine the consequences of each suggested solution. Evaluate all possible solution.

Patron assistance by the librarian who help the individual or the group construct a flexible outline for reflective thinking:

Obtain information on all sides of the topic.

If the topic is rather broad, can it be subdivided to advantage?

Into what main divisions can the topic be broken down?

Prepare pro and con questions on the different phases of the problem or issue.

Prepare a brief introduction to the topic.

Prepare a few appropriate questions to start the discussion. After the discussion is underway, develop and follow-up the interests of the group. Your discussion guide will help you to anticipate some of the major areas in which discussion might develop.

DEVELOPMENT OF ORDER

1. What is the disorder with which library science is concerned?

Are the disorders psychological, social, intellectual?
Or are they disorders of a behavioral system?

2. To what sense of order does library science contribute?

What are the problems of social significance that
librarians are called upon solve?

3. What is the knowledge of control that librarians need in
in order to help patrons?

How does library science help men to become organized
and integrated wholes?

What are the problems of social significance that librarians
are called upon to solve?

HELPING ADULTS PLAN INFORMATIONAL AND EDUCATIONAL EXPERIENCES

<u>Situation</u>	<u>Recommendation (Program)</u>	<u>Reason (Objective)</u>
Some people have just taken a basic course in bridge. They wish to continue meeting to improve their practice.		
Several people want to know more about world affairs.		
More than fifteen young people would like to have help in preparing for marriage.		
A labor representative wants to help his union members gain an understanding of a new piece of legislation and make a decision as to what they should do about it.		
Two civic leaders seek your advice about the rising racial tension in the community.		
A group of recent high school graduates comes to you to ask for a room in which to meet once a week to continue friendships.		
A group of retired couples has organized for fellowship and education. What processes should they follow in planning a year's program of monthly meetings. List sample events.		

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A group of retired couples has organized for		

Reading Guidance:

Searching for Information:

- .Analyze the subject: specific or general; part of what larger subject; related to what other subjects?
- .Consult card catalog and note the books or classifications which may be useful (shelf-list may be used as substitute for card catalog):
- .Check shelves for possible sources--examine books index; table of contents, illustrations, etc.; appendices; bibliographies.
- .Systematic searching:
 - .newest to oldest
 - .use cumulated indexes
 - .possible variations in spelling and filing
 - .give complete bibliographical data in listing or citing references.

Seeking assistance from the librarian:

- .To clarify problem or suggest method of searching.
- .Self-reliance should be encouraged, but staff time should be used wisely.
- .Contacts outside the library should be made by librarian or with the specific knowledge and approval of the librarian.

Securing information from sources outside the library:

- .What person nearby has information?
- .Is there an office close by with information; a laboratory; a museum?
- .What other libraries could help:
 - .State Library and/or Bibliographic Center
 - .Special subject collection in the state
 - .Interlibrary loan courtesies:
 - Give complete identification of the book desired; or explain briefly how the subject material requested is to be used. "Interlibrary loans" may be restricted to use in the library. Keep careful track of borrowed material, data due, etc.

Outline of an approach to a topic or subject:

- .Locate a popular introduction to the subject or topic for a person?
- .Locate an outline of the subject for him?

- .Locate a list of the important terms used in the subject field, and definitions?
- .Locate a list of important researchers in the field? Two or three societies and professional organizations?
- .Locate some leading periodicals, indexes and guides in the field?
- .Locate governmental agencies concerned with the subject?
- .Locate films, videotapes and other media materials on the subject?
- .Indicate relationships to other topics and fields of knowledge?

Readers Advisory Evaluation:

- .Do you offer reader's advisory service formally through staff members or informally through the entire professional staff?
In some other way?
- .What part does reader's advisory service play in the work of your library?
Qualitatively? Quantitatively?
- .Are staff members encouraged to make suggestions for improving the services? How?
- .How do you tell the public about reader's advisory service?
- .Is your reader's advisor situated so as to invite approach by users of the library?
- .Does your reader's advisor's conversation with the reader bring out informally the background and the interests of the reader?
- .Do your readers regularly return for more "conversations"?
- .Do you encourage the reader to help you evaluate the advice you have given?
- .Do you later record any facts brought out in the conversation so as to give further help to the reader?
- .Does your talk with the reader acquaint him with the library and what is offered of importance to his particular needs and interests?
- .Do your exhibits relate material ordinarily separated under regular classification schemes?

- .Are your exhibits an effective contribution to reader's advisory service?
- .Are your booklists fresh and attractive?
- .Do you distribute your booklists outside the walls of the library?
- .What part do booklists have in your reader's advisory service?
- .Have your present groupings of books such as "westerns," "mysteries," "new books," successfully stimulated use of the books?
- .Are there other broad areas of interest in your community about which you might organize groups of books?
- .Do you keep a file of readers' continuing interests?
- .Do you have a regular system of notifying readers of books which might be of interest to them?
- .How do you find out if the reader got what he needed?
- .How do you make sure that the reader knows what the library can do for him as other needs develop?
- .How do you measure the effectiveness of your reader's advisory service?
- .Do you give your board of trustees facts and figures about reader's advisory service so that they can help increase its effectiveness with funds and personal?
- .Has your reader's advisory service helped to make your public think of you as more than a mere lending service?
- .Do satisfied readers give you word of mouth publicity?

FORMULA

THINKING ABOUT PERSONAL
COMMUNICATION

Who	Who am I in this communication situation? A friend? Am I known to the audiences? Does my audience have a pre-formed view of me? Am I the right person to do this job of communication?
-----	--

Says what	Exactly what is it I want to say in this particular communication situation? Are my purposes clear, well defined, and limited? On what key symbols should the message rest?
-----------	---

In what channel (through what medium)	Among the mediums at hand, which is the most appropriate for this communication job? Is some combination of communication mediums indicated?
---	---

To whom	Who is my audience? What expectations does the audience have? How can I pro- mote two-way communication between me and my audience?
---------	--

After what effect? (with what intended effect)	What do I want to achieve as a result of this communication? Do I want to change behavior? If so, why should my audience be interested, and what do I expect them to do?
--	--

Book Talks:

WHO (patron type) needs to know WHAT (topic aspect)?

Books come by the hundreds. It is helpful if some prearrangement can be made into large categories to expedite review of any particular item. Purpose of developing a reading list is to choose a few books from a larger collection which has potential publics--to select from a collection with particular reader in mind.

Preparation

Aim for over-impression of the book by examining information on the book jacket (publishers evaluation and summary of book, author data which can be supplemented by other sources, other books written by him); table of contents (plan of book); preface (what he is trying to do).

In skimming, read a few chapters (100 p.) and scan rest to determine style, content, form, structure and manner the subject is treated, popularity of presentation, workmanship, the appendices or indexes useful for reference.

Determine to what class the book belongs and then compare it with other books on the subject, as an addition or duplication. Consider the potential reader in terms of subject presentation, and skill and maturity in reading. Finally, write a recommendation (for selection or rejection) using the above factors as an outline.

Annotation Writing

The purpose is to convey the sense of the whole rather than a part. The difference between a review and an annotation is one of size rather than treatment. The order of items in the reading list can be by form, or alphabetical. Better however is an organic arrangement in terms of anticipated growth in the reader.

Readers note appeals to a reader for whom intended. It is designed to attract and may be more descriptive than a librarians note. Readers note should attract a specific reader and induce him to read the title. It is usually quite brief, not more than 1-2 sentences in length.

Librarians note, on the contrary, is designed to inform and to be critical as well as indicating what reading public is likely to use the book. Its purpose is to aid in making a decision on whether to place the book in a library collection.

Most common defects in annotation writing are vagueness, prettiness and a failure to convey a true impression of the book. Recommendations should not be too obviously pointed, nor should editorial statement or phrases be made in the introduction or annotations. Avoid flowery language and personal pronouns.

Lack of focus on the reader must be watched. It is all too easy to orient the annotation towards the teacher or librarian, rather than on the reader with an interest. Edit out extraneous phrases and statements ("This book was about..." "In reading this book, I discovered..."); and negative verbalizations ("Plot too involved for high school students..." "No love story here..."). Both type of statements are a handicap; if negative, the book should be excluded from the list; if extraneous, you indicate indecision or inability to make up your mind.

Human Relations Assignment:

1. Approach the readers advisory and/or reference librarian (professional) of a library.
2. Confess to, or hint at a certain inability to express exactly what you want.
3. Study the ability and skill of the librarian to draw out your concern, as well as the ability to supply the information which will satisfy you.
4. Write a brief report of your experience and indicate how the interview should have been undertaken.

Group Encounter Assignment:

1. Seek out and participate in a group encounter situation or a library discussion group or in one being held at some other social agency.
2. Begin to play some of the nonfunctional group roles which come naturally to you when meeting the other folks.
3. Observe how you are handled, or manipulated, or led away from these nonfunctional roles into more productive group building and information flow roles.
4. Write a brief report of your group encounter experience indicating both strong and weak methods with which you were handled by the leader and the participant.

GROUP COMMUNICATION INSTRUCTION'S

Goal: To orient participants to four selected aspects of effective communication: (1) listening (2) describing behavior (3) describing feelings (4) perceptions.

ORIENTATION

Materials required: "Operation Halley's Comet"

Group size: Variable. Questions for discussion may include:
What is communication? How does communication occur in everyday practice?

Instructions: Select five individuals, and have them read the following statements to each other in groups of two.

A COLONEL ISSUED THE FOLLOWING DIRECTIVE TO HIS EXECUTIVE OFFICERS:

"Tomorrow evening at approximately 2000 hours Halley's Comet will be visible in this area, an event which occurs only once every 75 years. Have the men fall out in the battalion area in fatigues, and I will explain this rare phenomenon to them. In case of rain, we will not be able to see anything, so assemble the men in the theater and I will show them films of it."

EXECUTIVE OFFICER TO COMPANY COMMANDER:

"By order of the Colonel, tomorrow at 2000 hours, Halley's Comet will appear above the battalion area. If it rains, fall the men out in fatigues, then march to the theater where this rare phenomenon will take place, something which occurs only once every 75 years."

COMPANY COMMANDER TO LIEUTENANT:

"By order of the Colonel in fatigues at 2000 hours tomorrow evening, the phenomenal Halley's Comet will appear in the theater. In case of rain, in the battalion area, the Colonel will give another order, something which occurs once every 75 years."

LIEUTENANT TO SERGEANT:

"Tomorrow at 2000 hours, the Colonel will appear in the theater will Halley's Comet, something which happens every 75 years if it rains, the Colonel will order the comet into the battalion area."

SERGEANT TO SQUAD:

"When it rains tomorrow at 2000 hours, the phenomenal 75-year old General Halley, accompanied by the Colonel, will drive his comet through the battalion area theater in fatigues."

EIGHT

COMMUNICATION AS PROCESS

Knowledge itself is not communicated directly by librarians and information specialists. Knowledge as made available is contained in the resources which the library acquires. Knowledge is assumed to be complete in the comprehensive totality of resource collections which together make up the infrastructure network of national and international library systems.

Classification reflects the organization of knowledge as it is developed in the disciplines who actually create and regenerate new knowledge. Each discipline isolates new facts, identifies relationships among those facts, and eventually establishes the predictive power is generalized into principles. The set of principles for any subject constitute the deductive matrix upon which information, library and specialists build classification schemes.

Notation is the major method employed by librarians and information specialists for displaying classification. Classification remains as abstract intellectual endeavor (theoretical information science) until it is applied in some system of notation. The system may employ symbols, signs or objects in at least nominal and ordinal taxonomies. Sometimes the notation distributions may have interval, but scarcely ever ratio value. The notation array may be a deductive taxonomy as in Dewey or an inductive taxonomy as in museum display or a reader's interest classification.

Abstracting (and indexing as its corollary) is a method of compression, a transformation in which the content data of a particular document is summarized into a precis. The precis is a summary of the data of the document as well as the author's viewpoint, supposedly exact enough so that the document can at least be found (retrieved). As yet, the state of the art of abstracting (whether manual or machine) is not exact enough to permit the reconstruction of a document from its abstract alone. Theoretical information science is attempting to establish an exact discipline by which reciprocal transformations can be controlled whether in a homomorphic or isomorphic manner.

Cataloging includes the operations and record keeping aspects of producing and controlling a unit card record for each document. The unit record (unit card) is a display of both the bibliographic description as well as the content abstract together with a location or document parking number. The unit record is duplicated in sufficient quantity so that it can be mapped into (filed) the classification notation at each and every point of its descriptor or index set. This provides multiple access to the unit record.

Since the infrastructure of communication, i.e. knowledge organization and control, is based upon a logical and deductive system, it is assumed that the retrieval of the data content of documents is also governed by logico-deductive patterns. Direct and immediate retrieval of content data may occur, if the retrieval expert is aware of the time lag: between knowledge generation and classification on the one hand as well as the degree of imprecision between classification and notation; between the abstract and its document; and between the index terms and the notation upon which it is mapped.

Librarians and information specialists assume that communication is facilitated by browsing in the knowledge store and by the process of retrieving relevant documents. It is assumed that individuals have an overriding desire to have ideosyncratic and often disparate experiences related to organized knowledge. It is often further assumed or taken for granted that individuals are adept at the intrapersonal communication skills of reading, viewing and listening, and thoroughly understand the logical relation between document resources and the organization of knowledge so essential to effective retrieval of data content.

Theoretical information scientists may interact directly with the creators of new knowledge and its codification in the various subject disciplines. As literature scientists they establish the principles of codification and lay out specifications for the editorial function as well as the production and distribution of knowledge. Indeed at one point in their careers they may have been researchers themselves pursuing the elusive experimental goal of attempting to answer all questions through the scientific method.

However, operational information, library and media specialists are almost exclusively concerned with the industrial products of knowledge production and distribution. As a result of the specifications laid down for the editorial function, the product of human creativity is marketed in various formats. In general, the production formats of materials include inner form, outer form and package form. Usually the librarian's methods of cataloging and classification are isomorphic with these general presentation devices. In the encounter situation, the progress of a patron in the developmental communications process tends to be in direct proportion to his own sophistication in the use of the presentation devices provided by the publishing industry and indexed by information, library and media specialists.

General subject areas for reader services:

1. Home and Family Life

(all books on child care, marriage, family relationships, house plans, care of home, cooking, dressmaking, interior decoration, etc.) Examples of Dewey Numbers: 640, 136, and some 300's.

- II. Making a Living
(vocational, business, trades, economics, such as investments, banking, consumer education). Examples of Dewey Numbers: 650, 680, 630, some in 330, 371.72.
- III. Human Relationships and Personal Development
(books on psychology, philosophy, health, retirement). Examples of Dewey Numbers: 100, 610.
- IV. Civic Responsibilities
 - a. Local and State---citizenship, voting, leadership, conducting meetings, program planning, local problems. Examples: some 320's, 350's, 370's.
 - b. National and world---government, democracy, current events, foreign relations, U.N.

Example: 300's which have political or civic implications, some 900's such as This American People.
- V. Recreation, Creative Arts, Use of Leisure Time
(games, sports, parties, how-to books, collecting, handicrafts, humorous books. Examples of Dewey Numbers: 790, some 600's, 817.
- VI. Religious and Inspirational
200's such books as Gift From The Sea, Lives of Saints and Religious Leaders.
- VII. Cultural Appreciation
(art, music, literature, etc)
Generally in 700 and 800.
- VIII. Understanding Our Environment
 - a. Human---travel, social life and customs, history (note: we have in mind here books which promote better understanding but are not primarily applicable for discharging civic responsibilities, such as general histories of U.S. and other countries, world war historical accounts, etc.)
 - b. Natural and physical---plant and animal life, the physical sciences, etc.

Examples: 500's mostly, 300's in conversation, etc.
- IX. Scientific and Technological Developments
(Atomic energy, air power, communication and transportation)
Examples: 620's, some 500's, particularly in 530's.
- X. General and Miscellaneous
 - a. General biography---all biography except those which relate closely to one of the subject areas above
 - b. Miscellaneous

Library cooperation with other agencies:

The library as an educational institution shares with other agencies which have a similar purpose a responsibility for meeting the educational needs of the community. Through this cooperation the library can fulfill its own educational objectives more completely than it could do alone.

What are the agencies with which a library cooperates to meet its educational objectives?

- .Governmental, city or county commissions and divisions of government such as courts, health, welfare, police departments, etc., schools, colleges and universities, agricultural extension and others
- .Private Service agencies - Red Cross, YWCA, YMCA, Chamber of Commerce, Family Service

How does a library cooperate with other agencies?

- .Join and take an active part in any existing inter-agency organization such as the Department Heads' Conferences, Community Councils, Adult Education Councils, Councils of Social Agencies, etc.

If no such organization exists:

- .Provide opportunities for regular informal meeting of agency representatives at the library.
- .Offer to participate in community activities sponsored by other agencies such as UN Day, Brotherhood Week, Fire Prevention Month, mental health education, etc.
- .Invite other agencies to help with library activities - distribute and publicize special collections in their field of interest, co-sponsor discussion groups, build program resource file, make a community study, etc.
- .Invite a group of appropriate agencies to discuss ways of cooperating to meet a community need - such as providing leadership training, developing study group techniques, investigating problems of the youth in the community, etc.

Why does a library cooperate with other agencies?

- .To understand the objectives of the agencies and to be recognized as an educational institution
- .To avoid duplication of services

- .To share in the planning of activities so that the library's resources may be used to the best advantage.
- .To stimulate the staff and the board to a higher level of performance through an exchange of experiences with other agencies
- .To enable the library to take part in other activities which for reasons of budget, staff, etc. it could not undertake alone
- .To provide a major opportunity for the library to take its place in the mainstream of community life

Exhibits and Displays:

How can we have exhibits that meet an educational purpose?

The librarian who believes in the educational function of his library will use his exhibits and displays to help accomplish that purpose. He will begin to recognize all the possibilities for turning a merely pleasing and colorful exhibit into a learning experience.

He will discard the traditional November bulletin board of pumpkins and witches for one which says, "Do You Know How to Vote Wisely?" and that leads the patron to the material a voter should have. He will choose a series of peg-board displays highlighting "Trouble Spots of the Community" rather than featuring best-seller book jackets.

Where do we get our ideas for exhibits?

Newspapers:

- .A local election, bond issue, housing needs
- .Names in the news
- .Trouble areas of the community and world
- .Cartoons -- Pogo
- .Letters to the Editor

Books and Magazines:

- .A provocative title
- .A germinal idea
- .A challenging issue

Radio and TV:

- .Panel discussions ("City Desk," etc.)
- .Symphony broadcasts (Philharmonic Sunday Concerts, etc.)
- .Local and world newscasters
- .Dramas (Shakespeare on TV)
- .Advertisements

People:

- .What are they arguing about?
- .What are they worrying about?
- .What are they gossiping about?

Where do we use our exhibits?

In the library:

- .Wherever possible
- .We change them often

Outside the library:

- .In the factory
(industrial, labor, recreational)
- .In the paint supply store
(how to do it)
- .In the baby doctor's office
(pregnancy, baby and childcare, homemaking)
- .In the travel agency
(travel, history)

We remember...

- .To relate our materials to our audience
(will he or she or they be interested??)
- .To make long-range exhibit plans built around our total
library program
- .To be imaginative and flexible (we put up a "quickie"
on the news item we read over our morning coffee)

RADIO, TV AND THE NEWSPAPERS:

Radio, TV and the newspapers give the library opportunities to reach many people in the community who do not use the library. Many of these listeners, viewers and readers will never become library borrowers. However, the library can still fulfill its educational role, if, in addition to telling people, through the three media, about the library's materials and services, it presents material which informs, which provides discussion, and which stimulates creative thinking. By doing this the library has created genuine learning experiences for the community.

What are some of the ways in which we can use radio, TV and our newspapers?

Radio and/or TV:

- .book reviews which point up the issues brought out in the book -- perhaps explaining how such a book might be used with a group (social issues of Cry the Beloved Country)
- .two or three community members discussing a book of common concern to them - pointing out the significance to audience members who share that concern (reading difficulties of children in Why Jonny Can't Read, reading methods in Teaching Every Child to Read)
- .programs of spoken or musical recordings interspersed with commentary (T. S. Eliot's Cocktail Party or Hear It Now)
- .spot announcements following significant shows highlighting materials that tie in with the program such as a book on farm parity prices after a Meet the Press broadcast featuring Secretary Benson.

Newspapers:

- .short list of magazine articles and books on a currently hot topic (Suez Canal, World Series, etc.)
- .short feature articles or box giving ready-reference facts about a name in the news, or a special event (the Inauguration) or a current subject of interest (floridation)

How can we do these things with limited time and staff?

- .we divide the responsibility and use the abilities and skills of all the library staff at various times and for special purposes
- .we try to release additional time by examining our present routines and eliminating all unnecessary ones and streamlining others
- .we use people in the community as script writers, as panel moderators, as discussion leaders, as story-tellers, as book reviewers, etc.

SUGGESTED GUIDE TO COMMUNITY STUDY, ORGANIZATION AND INTERPRETATION OF DATA:

Some point of reference may prove helpful to information, library and media specialists who have not previously considered library and community study as a method for developing more effective public service programs. The following questions point up initial considerations in getting the community study underway: How will the facts be gathered and organized to reveal community trends? Who will identify resources and organize information about them for use? Who will interpret the facts in order to identify the educational needs? Who will be invited to develop program goals, methods and techniques to be used in satisfying the educational needs? Who will establish the goals, methods and techniques of evaluation?

No single information, library or media center may gather all of the data listed here. This guide is not intended as a pattern for a community study. It is a tentative description of a step-by-step procedure which will have to be adapted to the situation of any specialist using it.

Setting goals and establishing guidelines has been found to be an essential step in keeping the study within manageable proportions and moving productively. The over-all guideline will raise questions, the answers to which will help the library promote continuing adult self-education. These questions are not of a specific, factual nature. Answers to them rest in factual information, but for the most part, they go beyond the more obvious aspects of a locality. The answers will be found as a result of the process of gathering, organizing, evaluating and interpreting the data.

Reference: "Outline for Self-Study," in Library Adult Education in Action, by Eleanor Phinney, (A.L.A., 1956), p. 148-61.

"Questions-the Basis of a Study," Studying the Community (A.L.A., 1960), p. 18-20.

A. Sources of information and what to look for:

1. Census reports:

- .evidence of change, e.g., comparison of 1950-60-70 data
- .high and lows
- .variations from state and national norms

2. Maps, guides, handbooks, directories:

- .physical and economic characteristics
- .relationships to surrounding area

3. Histories:

- .patterns of cultural change, e.g., coming of new population stock, opening of transportation to other communities, etc.
- .development of tradition, e.g., leaders always from one social group, or wide representation in leadership, etc.
- .development of institutions and activities

4. Groups with common characteristics (homogenous neighborhoods, race or national groups, age groups, special interest groups, vocational groups, etc.):

- .is this group unusual in its size or nature for this community?
- .is it a recently developed group?
- .do social agencies exist to serve it.?
- .is it represented in government and in organization membership?
- .does it have educational and cultural opportunities?
- .does it use them?
- .what is the attitude of the community toward it?

5. Other community studies done by agencies, business, organizations:

- .reason for status quo, change and community characteristics
- .selection of pressing problems
- .recommendations for action
- .projection into the future

6. Various agencies--governmental & educational (including library), voluntary, commercial, (reports on programs and activities):

- .purposes, programs and activities
- .requirements for participation (extent of use and analysis of users)

- .analysis of participants--age, sex, education, income group, etc.
- .materials used in program planning and their sources (nature and quality of materials) (terms of use-loan, rental, purchase).
- .resources needed or desirable

7. Business and Industry:

- .type of manufacturing process, or business "line," and employee skills needed
- .extent and quality of on-the-job training (points where printed, or other materials can shorten or enrich the program)
- .resources available, resources needed or desirable

8. Membership Organizations and Church Groups:

- .purpose, programs and activities
- .requirements for membership and analysis of membership
- .resources needed and their source, resources needed or desirable
- .methods used in program development
- .recognized blocks in meeting goals, methods of evaluation

9. Mass Media--Newspapers, Radio, TV:

- .educational features, analysis of content, editorials, letters to the editor
- .community response
- .plans for expanding educational activities
- .resources needed or desirable

10. Interviews, Comments by Community Representative, General Public:

- .knowledge or lack of knowledge of documented fact
- .expressed attitudes on community problems and interests
- .description of community attitudes
- .opinions on community needs

References: "Sources of Information" and "Getting the Information," Studying the Community, (A.L.A., 1960) p. 36-52.

B. Identifying and organizing community resources:

Sources of Resources--libraries, book stores, newsstands, film and record distributors:

- .nature of material--books, films.

- .quality of material
- .terms of use--loan, rental, purchase
- .extent of use and analysis of users

Sources of Information--mass media, agencies (libraries), organizations, churches, newspapers, radio, TV, bulletins, newsletter:

- News sources -- announcements of coming events, personnel, etc.
 -- emphasis on types of news, problems, achievements, etc.
 -- bulletins, newsletter, etc.

- Educational features -- community response
 -- plans for expanding educational activities
 -- resources needed or desirable

- Library informational service - reference service
 - community reference service

Extent of use and analysis of users

Sources of educational and cultural experiences--concerts, art exhibits, literary programs, various programs (formal & informal) for adults, agency sponsored programs, self-education through information, library and media centers:

- .type and number
- .cost and availability
- .opportunities for participation
- .extent of use and analysis of users

C. Organizing community data to show trends:

1. Community problems

Factors causing change in the community--institutions or activities which can help the community adapt to change, or can help to forestall undesirable change

Factors limiting the community in its development, and those which contribute to the development of the community

Factors producing tension in the community--institutions or activities which can help to resolve the tension or to develop desirable action from them

- ##### 2. Community interests are usually evident, although they may not have been recognized by some agencies (including the library). Clues to interests may be found in the study of

attendance at commercial shows (even at a distance from the community), response to TV and radio programs, reading of special magazines, membership in special interest organizations, responses to certain questions.

When strong interests are recognized as responsibilities, action is usually taken. However, there may be a lack of coordination. Some interests may be overlooked or inadequately served such as those interests held by fewer people, or seldom expressed because of lack of encouragement may have been overlooked or inadequately served. New interests constantly emerge as the community, the nation and the world change.

3. A trend in the community is evident when:

No institution or activity exists to recognize inadequacies, change, and tension, and to guide the community in its reaction to them. Do they recognize a responsibility?

Existing institutions or activities are inadequate to meet the situation, or are overlapping in their efforts, or are not coordinating their efforts.

Groups with common characteristics do not participate in community life, or do not benefit from community activities by their own choice, by community action, or because of community attitudes.

4. An evaluation of the likelihood that a trend actually exists may be indicated by:

Authority of the source--e.g., (i) census figure against opinion, (ii) record of a professional agency as against a record of a membership organization.

Frequency with which it appears in the data--e.g., (i) need for better group relations as shown in geographical segregation, social discrimination, variations in income levels between groups, etc., (ii) need for coordination of community efforts as shown by overlapping agency services, competitive organizational efforts, lack of adequate communication among groups, etc.

Reference: "Organizing the Information" Studying the Community (A.L.S., 1960), p. 58-61.

D. Educational needs and reading interests:

Educational needs for specific publics and reading interests of specific groups are indicated by asking about each one of the trends (problems and/or interests): who needs to know what?

"Who?" may be answered in a number of ways: the general public, a defined group in the population, people responsible for action, such as government, agency or institutional officers, organization leaders, lay people. More than one such category will be listed in response to the question, "Who needs to know?"

"What?" also has more than one answer as a rule. The answers fall into categories: the factors and implications in the situation (information and understanding), knowledge of accepted practice in dealing with it, the adequacy of present resources, availability of state and national resources, experiences of other communities in dealing with similar concerns.

Reference: "Interpreting the Information," Studying the Community (A.L.A., 1960), p. 26-67

Your use of an information, library and media center:

The information, library or media specialist who can give affirmative answers to these questions is in control of the presentation materials of communication. An inventive specialist will constantly evaluate their usefulness in terms of his communications objectives, will try out new methods, and will again evaluate and replan. At this point, some instructional method may be essential as a means for motivating patrons to acquire and use information effectively.

1. Can you locate these in your collection infrastructure?

Books in your own and in related fields
 General reference books
 Magazines--both current and bound copies
 Clippings, pamphlet and picture files
 Community resource files
 Audiovisual materials--records, films, filmstrips
 Curriculum and teaching guides
 College catalogs
 Maps, travel guides and posters
 Vocational monographs and pamphlets
 Professional books, magazines and other literature
 in your own and related fields

2. Do you know the general reference presentation books--their scope, arrangement and specific uses?

General encyclopedias--both children's and adult
 Dictionaries, word books and usage books
 Handbooks--literary, historical and statistical
 Yearbooks, almanacs, and other records of progress
 Biographical dictionaries--both current and historical
 Gazetteers, atlases, globes, guide books
 Manuals and directories
 Special encyclopedias in your own field

3. Are you acquainted with sources, and can you use these indexes and guides to locate infrastructure materials?

Indexes to materials in magazines and newspapers
 The Reader's Guide to Periodical Literature
 The Education Index

Indexes to audiovisual materials
 Film and filmstrip guides
 Indexes to pictures, records, recordings

Lists of free and inexpensive learning and curriculum materials
The Vertical File Index and other authoritative lists

Indexes to literature in collections
Poetry, Biography, essays, short stories, plays, fairy tales

Subject lists of books and other instructional materials
Vocational and historical fiction
Subject indexes for all age and interest groups

Lists provided in resource units and subject guides

Lists for reluctant readers

4. Do you follow a planned program for keeping in close touch with new books and new presentation materials?

Examination of authoritative lists and bibliographies
Reading of book-reviewing periodicals
Examination and evaluation of new materials
Regular visits to the library

5. Are you skillful in searching for presentation materials?
Can you do the following?

Use the Dewey Classification System
Locate books on the shelves by using the card catalog
Use effective procedures in index searching
Select the best reference books for a given problem
Take effective notes and develop bibliographies
Read, evaluate and interpret information efficiently

6. Are you familiar with the many available aids and tools for tutoring in the infrastructure and work-study skills, such as those below?

Chapters in textbooks devoted to the use of the library and the learning skills
Curriculum guides and manuals on the use of the library
Films and filmstrips on the use of reference books and other library tools

7. Do you promote in program planning these special uses of infrastructure and learning materials?

Request reserve collections in the library for specific interests and loan collections for program meetings

Inform librarians in advance of program interests and projects requiring special library services

Use library conference rooms for groups to work in, so they will have easy access to presentation materials

Arrange to bring groups to the library for guided reading discussion or instruction, with the librarians and program chairman working as a team

Use library facilities for displays of creative work of participants

Inform librarians in advance of projects that will place heavy demands on specific materials

Make periodic visits to other library and community institutions and arrange for patron use of the resources.

8. Do you encourage wide and related reading in all subject fields and the use of varied book and non-book material?

Suggest books of information that enrich, sharpen and clarify ideas obtained from the mass media, supplementary materials in various subject fields

Motivate patrons by discussing books rather than merely handing out reading lists

Encourage patrons to depend on the librarian for reading guidance in the selection of materials rather than suggest exclusive use of the encyclopedia

9. Do you cooperate with the patron in providing instruction in the use of books and libraries?

Obtain self-teaching materials for patrons on the use of the library

Use available printed instructional materials.

Retrieval Strategy Assignment:

1. Write a brief abstract of any given interest you may have.
2. In order to retrieve data on this interest construct four search strategies: (a) boolean logic; (b) functional form (see Shores p. 238); (c) concept classification set (see Merrill); (d) reader interest array
3. Compare and contrast the product drops of each of these search strategies in terms of your original stated interest.

Infrastructure Review Assignment:

1. Take any descriptor, peruse the unit records and select one unit record which interests you.
Photo or otherwise copy exactly the unit record selected.

2. Consult the thesaurus for each term in the descriptor set, noting "see also" and "refer from" terms and write a precis on the document. Or if the contents are transformed into an index set, write a precis of the document.
3. Consult an index of reviews of the document, retrieve and read existing reviews. Write an additional abstract of the document based on the reviews alone.
4. Compare and contrast your abstracts based on the unit record and the review set. Write a third composite abstract.
5. Retrieve and read (technically) the document. Write an abstract of the document content.

Questions on the Infrastructure Assignment:

- a) Were you surprised at any of the data in the document?
- b) Were the author's intentions different from your expectations?
- c) Was the form of the document (inner, outer, package) congruent with any of your abstracts?

FINDING COMMUNITY FACTS:

"No matter how well one is acquainted with the community in which he lives, a fresh and searching look, a reshuffling of the available facts, will bring new insights. The process of looking at the community may be regarded as taking stock, an attempt to map the present position before deciding on new destinations. Comprehensive and specific knowledge of the characteristics of the people making up the community, the circumstances under which they live, and the extent and kinds of change that are taking place will help in estimating their capabilities and their interests; it will provide clues as to both the nature and the underlying causes of their problems, and those of the community at large." Eleanor Phinney, Library Adult Education, (ALA., 1956), p. 149.

- I. What is the geographical and historical nature of the County?
What are the geographic, and historical factors in the County which presently have an effect on the lives of the people?

Who obtains? Sources?

- a) Geography
- b) History

- II. What facts about the population have an effect on the lives of people in the County? How do population facts in the County compare with those of the State and the United States?

Who obtains? Sources?

- a) Age distribution
- b) Sex distribution
- c) Racial characteristics
- d) Mobility of population
- e) Crime and accident rate
- f) Health and welfare
 - i) hospitals
 - ii) community chest

- III. What is the educational, cultural and recreational life of the County and how does it compare with the state and the United States?

Who obtains? Sources?

- a) Educational characteristics of population
- b) Number and quality of schools
- c) Adult educational opportunities
- d) Cultural opportunities
- e) Recreational opportunities

- IV. What is the business and economic life of the County and how does it compare with the state and the United States?

Who obtains? Sources?

- a) Housing of population
- b) Occupational characteristics
- c) Types of employment
- d) Manufacturing and business concerns
- e) Income distribution

Some Methods of Securing Information for Library-Community Study

Three of the most commonly used methods to secure information are: (1) by examining and analyzing statistical records, (2) by examining reports and related literature, and (3) by asking questions.

- I. Examining and analyzing statistical records (such as: census, attendance, registration, circulation, membership, etc.)
 - A. Counting to answer the question "how many?" (or "how often?")
 - B. Tabulating to answer the question "how many in a category?" (such as: how many men are enrolled in family living classes?; how many people over 65 are in the employed group?)
 - C. Cross-tabulating to answer the question "how many in one category are also represented in another category?" (such as: how many people over 65 in the employed group have completed 12th grade?)
 - D. Ranking to answer the question "in what order?"
 - E. Spotting on maps to answer the question "where?"
- II. Examining reports and related literature (such as: annual reports, surveys, histories, organizations' yearbooks, newspapers, handbooks, etc.)
 - A. Recording notes in answer to pre-determined questions or checklists.
 - B. Summarizing information in brief narrative statements
- III. Asking questions (of representatives of agencies and organizations, of users of adult education services, including patrons of the library, of particularly knowledgeable persons, of a sampling of the total population)
 - A. In interviews
 1. Open end--broad, general questions asked of informed persons; answers taken in notes or on tape
 2. Structured--specific, direct questions; answers recorded verbatim, or by checking prepared lists
 3. Group-fairly broad questions asked of groups with common characteristics; answers discussed by groups, and significant information recorded in notes

- B. By questionnaire (distributed by mail or by hand)--specific questions; answers written or checked on a list by respondents

Reference: "Getting the Information." Studying the Community (ALA., 1960) p. 45-52.

LIBRARY AND COMMUNITY STUDY DATA INTERPRETATION

I Problem area (trend) or concern	II Evidence	III Community resources available
A lack of appreciation for continuing education and of facilities for it.	<p>Data: 45% of people have an 8th grade education or less. Predominance of younger people who do not use the public library as much as the older age groups. Lower education group does not use the public library. Financial support of information, library and media centers is low. Absence of a clearinghouse of information about educational resources and programs.</p>	<p>Greater University Extension TV classes for illiterates TV classes on high school level City and county school boards Information, Library and Media Centers</p>
A lack of a sense of over-all community responsibility by the majority of the population.	<p>DATA: Presidential voting is low. Predominance of younger people who do not belong to organizations Crime rate is high Automobile accident rate is increasing</p>	<p>Various organizations Churches Governmental agencies Red Cross</p>
High crime and accident rate	<p>DATA: Crime rate High percentage of young males Interviews - Lack of cooperation between city and county Fact - No car inspection</p>	<p>Driver training program, Juvenile court Alcoholics Anonymous</p>

LIBRARY AND COMMUNITY STUDY DATA INTERPRETATION

I Problem area (trend) or concern	II Evidence	III Community resources available
<p>Lack of understanding and cooperation between city and county people</p> <p>Personal adjustment and family relations</p>	<p>Fact - City planning board, but no county planning board</p> <p>Interviews - Frequently mentioned</p> <p>Fact - Court cases</p> <p>High divorce rate</p> <p>Interviews</p>	<p>Guidance centers</p> <p>Family Service</p> <p>Home Demonstration Club</p> <p>Red Cross</p> <p>Public Health; Churches</p> <p>Alcoholics Anonymous</p> <p>Parent Study groups</p>
<p>The County is a fast growing, mobile community of heterogeneous background, lacking overall planning and concerted effort.</p>	<p>DATA: Total population is rapidly expanding.</p> <p>Population is highly mobile (Twice that of the state average)</p> <p>16% of population do not live in dwelling units.</p>	<p>148</p>
<p>Lack of diversification of industry and employment opportunity</p>	<p>DATA: Small list of occupations</p> <p>Unemployment figure high</p> <p>Low value of farm products</p> <p>Young people leaving community after graduation from school</p> <p>Interviews - frequently mentioned</p>	<p>County Development Corp.</p> <p>Chamber of Commerce</p> <p>Employment Security Comm.</p> <p>School diversified training</p> <p>Business school</p>

LIBRARY AND COMMUNITY STUDY - IDENTIFIED EDUCATIONAL NEEDS

Area of Problem or Concern	Who?	needs to know	What?
Lack of appreciation for continuing education and facilities for it -- also related sub-topics	Staff and boards of agencies	1. The problem 2. Needs and interests of public as determined by community study 3. Principles and techniques of communication with public at all economic, social, and educational levels 4. Methods of coordinating efforts 5. Ways to assess costs and to meet them 6. Existing or potential resources	
	Leaders of organizations	1. The problem 2. Program content and methods to stimulate interest and appreciation of members themselves, and to stimulate them to community action	
Lack of overall planning for a fast growing mobile community-- also related sub-topic	Leaders of the Community	1. The problem 2. How other communities deal with it 3. Principles of effective community action 4. What state, national, local resources are available	

INFORMATION, LIBRARY AND MEDIA CENTER DEVELOPMENT PROJECT:

A checklist in preparing for special services

	Ready	Can do	Must plan
1. Locate appropriate materials for purchase, or to borrow.			
2. Adjust the publicity program for special emphasis on topics and recommendations resulting from the Standards (all types of libraries)			
3. Confer with all other information, library and media specialists			
4. Confer with youth-serving agencies in community: Local activities planned, e.g. meetings of committees, study programs, publicity programs. Key people--delegates, committee members, subject specialists. Kinds of materials and services likely to be needed. Areas of library-agency cooperation.			
5. Organize information on community activities and resources of special importance to library development. Calendar of meetings. Program resource file--speakers, panel members; films, charts, materials from other agencies. Bulletin boards for special information.			
6. Publicize the availability of such information.			
7. Prepare a collection of materials of particular use to clubs and organizations with special interest in the welfare of children and youth, including church-related and youth groups in the community, schools, colleges, universities.			

	Ready	Can do	Must plan
8. Inform club presidents and program chairman of availability and use of such materials for programs, committee work, and study. Mail an informative brochure. Call a meeting in the library to introduce the materials, and to demonstrate their use.			
9. Invite each delegate and local committee member to visit the library to examine materials and discuss services, either individually, or at a designated time for the entire group.			
10. Use the information, library and media center's usual newspaper space or radio or TV time to provide information on library development. Ask key people to take part in programs--before and after the library development project. Offer time or space to appropriate agencies. Review materials, show films on topics.			
11. Sponsor--or cosponsor with other agencies and organizations: meetings, discussion series, audio-visual programs on library development.			
12. Provide reading lists and exhibits of use and interest to special groups, i.e. parents, youth, workers with youth, church members, government officials, students and teachers of sociology, government, social welfare, education as well as all types of community leaders.			

AUDIOVISUAL SERVICES PROGRAM

Name of Library:

Name of Respondent:

Identify and describe audiovisual services you could undertake:	Now Doing	Can Do	Need to Plan

AUDIOVISUAL PROGRAM DEVELOPMENT

The following questions can be used as a guide, and as a reminder of the essential elements in audiovisual program development in order to:

- Plan an activity.
- Report an activity to trustees or the public.
- Evaluate an activity.
- Serve as a baseline or statement of intentions to be reviewed at intervals or the end of an activity.

What is the informational or educational objective of each of the audiovisual activities or programs you listed on the previous worksheet?

What needs in the community does it serve?

What groups in the community need to be informed of its development, or involved in its activities?

What library goals does it serve?

How will it be evaluated?

What plans have to be made to continue, or build on it?

AUDIOVISUAL PROGRAM CHANGES

Library Functions	Changes in Library Functions when Audiovisuals are started
1. Collection Development	
2. Organizational patterns (materials and equipment storage)	
3. Information access (indexing)	
4. Public relations	

Library Functions	Changes in Library Functions when Audiovisuals are started
5. Educational and informational use (reference and group services)	
6. Mass media	
7. Agency and organizational relations	
8. Leader development	

PLANNING AND EVALUATION:

A progressive information, library and media system plans continuously based upon a research and development component within the system. Planning is actually the reverse side of evaluation. Evaluation is a value judgement based upon the objectives of the system. The following outline may serve as a guide in the development of objectives and in the collection of data for the evaluation and planning process.

Service

Why is an information, library and media service wanted? Upon what characteristics of the user groups will it be based?

State its broad objectives in terms of the objectives of the community, institution or organization of which it is a part.

Where in the community, institution or organization might there be considerable resistance to a change from former habits of acquiring information, library and media services?

Estimate the kinds of service which might be offered and how these services are related to the characteristics of the various user groups.

- .document references (bibliographies and mediographies)
- .documents and produced materials
- .abstracts of documents
- .state-of-the-art summaries or reviews
- .actual information, opinions or data

Discuss how all the possible products of the information, library and media services might be used by publics in the community, institution or organization.

Define the relation of services being developed to any cooperative activity with other agencies in the community, state and region.

Consider how service areas, such as the following and others, may be affected by community and user needs.

- | | |
|----------------------------|---------------------|
| .materials collection | .mass media |
| .agency organization | .agency cooperation |
| .community resource file | .special groups |
| .public relations | .organizations |
| .educational materials use | .community leaders |

Audience and Market Analysis

Define precisely the group or groups of users to be served by the information, library and media service. Will research scientists and specialists be included? Will any groups be excluded? Will it serve all groups in the community or all publics for which the institution or organization feels responsible?

Describe the level of interest of each group, their concerns and interests.

What publics might be reached that need the service and who are not presently using information, library and media services? Who needs to know what in terms of service and subjects?

Subject and Content Coverage

List the areas and levels of subject matter for which each of these groups or publics is concerned about or interested in.

List types of documents which contain the subject matter required by the clientele, e.g., journal articles, research reports, patents, unpublished reports, memoranda, correspondence, tapes, films, maps, drawing, videotapes.

Estimate the volume of each type of document which will be included in the system.

Estimate the transcendence of each type of document which will be in the system.

Network Access

Comment on the speed with which each type of user ordinarily needs each kind of information, library and media service, from the time of question to response in terms of information retrieved or program developed; and from the time of acquisition of a document by the system to notification of its contents. Consider the remote user. Should he be serviced by mail, telephone, teletype, or should he be on line to a computer?

Personnel: Professional and Technical

List the personnel now available to develop and maintain an information, library and media service for the community, institution or organization.

Where in the administrative structure of the institution or organization would the director as chief administrator be placed?

List possible additional personnel, who might assume the task of development or help with the maintenance of the service: specialists; authors of reports; other users of the literature; lay volunteers and community resource persons.

Discuss training of information and educational service personnel, including production and use of training manuals, and manuals of operation.

Discuss ways and means whereby information, library and media service staff can be kept informed of concerns in the community, organizational plans and changes, or research activities.

Service Cost

Estimate broadly a probably permissible budget for this service in terms of initial capital cost, and operating costs.

Discuss the present costs of not providing an information, library and media service for the community, institution or organization.

Plan how to get and present data for cost accounting and system evaluation.

Materials Production and Acquisition

Discuss priorities of importance and criteria for evaluating various types of documents for the various user publics.

Discuss criteria and procedures for getting rid of obsolete documents from the collection. Discuss criteria for obsolescence.

On what basis (criteria and priority) do personnel identify and acquire literature generated outside the agency?

List the types of externally generated documents which will be incorporated into the information service, e.g., government reports, patents, journal articles, trade publications, computer tapes, videotapes.

To what degree are existing abstracting, indexing and reviewing services used to identify the existence of this literature?

To what extent will they be used in the future?

To what extent will "non-documents," e.g., newspaper clippings, be collected.

Estimate the number of separate documents to be acquired from outside the organization.

List the types of documents generated within the institution or organization which will be incorporated into the information services, i.e. archival material, reports, correspondence, memoranda. List the sources of these documents.

Will all these documents be acquired or will only certain ones be selected? If the latter, what will be the basis for inclusion?

How many of these documents have restricted or confidential access?

Discuss the advantages and disadvantages of incorporating back files of documents in the information service.

Comment on the useful life of these documents for information retrieval purposes.

Discuss the possibility of changes in the form or format of internally generated documents to accommodate an information service.

Materials Subject Analysis

Describe any concepts or subject matter common to all of the documents to be included in the system, or to significant subsets of the total collection.

State the various points of view with which these documents will be approached by the users of the system.

Which of the documents acquired for the information service will be indexed according to subject content?

Estimate the depth to which these documents should be indexed, or subject analyzed so as to cover all the aspects of subject matter considered important by the various users of the service.

How often do subject interests change within the community, institution or organization? How can these changes be predicted?

In addition to indexing and subject analysis, should abstracts be made of any of the documents? To what use might such abstracts be put? How much information should the abstracts give?

Describe the kinds of persons who might be able to index the documents, or write abstracts of the documents.

Discuss the advantages and disadvantages of reindexing, recataloging or reclassifying any literature (either back or current, either externally or internally generated) which has already been indexed by some other scheme.

Terminology Control

Discuss the extent to which variations in terminology exist in the documents to be included in the service. What kinds of terminology exhibit variations? What kinds seem to be stable?

If some standardization of terminology should be imposed, discuss various mechanisms for its imposition: restricting authors of reports in use of terminology; or restricting indexers to a permissible terminology. A thesaurus or other subject authority may have the flexibility sufficient to provide the necessary cross-referencing and clustering of terminology.

Describe the kind of person who might be given the task of standardizing terminology for the collection.

Document and Index Storage

List available storage devices, shelving, microreproduction, data processing. Give specification and cost.

Discuss advantages and disadvantages of centralization.

Discuss provisions for preventing loss of documents.

Discuss security measures for controlling access to classified documents, or documents reserved for use by particular publics.

Discuss available mechanisms both within the center or its parent organization and commercially available machines for storing indexes and abstracts: a hand system versus an automated system.

Estimate size of the cataloged and indexed collection after one year, five years, ten years.

Estimate average number of index or thesaurus terms per document.

Estimate average number of index terms per question.

Estimate number of questions after one year, five years, ten years.

Discuss advantages of access to the collection in terms of several specialized files in various locations with some duplication, in contrast to one centralized file with one point of access.

Question Analysis, Searching and Retrieval

Discuss which kinds of problems and concerns encountered by users of the service center can be expressed in terms of questions to the service.

Discuss who is best qualified to address the file directly with a question: the questioner or an inquiry negotiator.

Will users be expected to do their own searching or will searches be performed by an information service intermediary?

Estimate the anticipated frequency and load of searching.

Will searches be performed singly or in batches?

Will they be performed at set times or as received?

What is the average required speed of response?

Do you anticipate the need for conducting searching in the latest increment to the files on a regular schedule?

Do you anticipate the need for searches in the latest increment to the files as a basis for arranging new material into a form suitably categorized for a selective "current awareness" service for various publics?

Discuss anticipated needs for searching the entire files as opposed to the possibilities for searching segments of the file based on various divisions: chronological, subject, type of document. Relate these possibilities to storage and analysis.

Discuss the precision required in the search in relation to various types of questions:

- .all relevant references are required with none missed even if among these are some that are irrelevant.
- .representative assortment of relevant references (not too many) is desired.
- .only the best and most directly relevant references are desired.

Will search output be screened by an intermediary before it goes to the requestor?

Dissemination

Discuss how the results of searches might be delivered to the user: on demand, or periodically.

Estimate the need for further processing of search results: syntheses or compilations such as state-of-the-art reports; critical reviews; analyses, comparisons, correlations; or ordered presentations of data from the file.

Discuss who might perform any further processing.

Evaluation and Feedback

Self-appraisal usually is better than appraisal by outsiders. Evaluation surveys by "outside experts" which do not adequately involve people result in little improvement. The person who becomes most deeply involved in evaluation will grow most.

Comparison of achievement with objectives within a program leads to more growth than comparison of one program with another. If progress is being made, repeated evaluation will show increments of growth toward accepted objectives.

Everyone concerned with the informational and educational effort should be involved in evaluation. It can be at any level. The board evaluates. An administrator or team can evaluate. The staff can be brought into the process. More beneficial is the involvement of students, club members, everyone taking part. The public too evaluate, sometimes directly and sometimes through elected representatives.

Evaluation offers greatest potential benefit if it is a long-time, continuous and built-in part of the total informational and communicative process. One-shot evaluations are insufficient. If results of evaluation are fed back to help in the redefinition of goals and improvement of approach, the whole service can benefit.

Evaluation should be more concerned with results than with energy spent. Numbers of files shown, books borrowed, instructional hours scheduled, money spent, broadcasts made and conferences attended may account for time and energy but in themselves reveal little evidence of changes brought in behavior. The evaluation of services is better concerned with outcomes, with results, with changes in people. The staff must answer the question: "What difference does this activity make?"

Objectives should recede as they are approached. Long-term objectives are usually ideals. To capture the thrill of success, short-term program goals are set. Discuss how evaluations by users might be obtained and how they might be used to improve service.

Guide to Self-Appraisal:

1. Is clerical or technical help provided for keeping all equipment and materials readily accessible to all staff and patrons?
2. Are there periodic inventories of equipment and materials?
3. Do you involve staff and patrons in the actual selection of materials and equipment?
4. Do you prepare reports for the administration on the status and needs of audiovisual services?
5. Is clerical or technical help provided for keeping staff and patrons informed of new acquisitions, materials, film confirmations, and pending equipment purchases?
6. Is there a regular plan for checking equipment and materials to determine that all items are serviceable and in working order?
7. Are records maintained on equipment usage and costs?
8. Who serves the staff and patrons as an audiovisual consultant or advisor on matters of specifications of materials and equipment?
9. Is clerical help or technical help provided for classifying and cataloguing a wide variety of materials?
10. Who makes minor repairs, servicing or replacement of parts?
11. Do you provide training opportunities for patrons, staff and technical personnel in the operation and care of equipment?
12. Do you provide facilities and consultative services to patrons and arrange preview sessions for films, filmstrips, etc?
13. Do you provide for the acquisition of free and rental materials?
14. Do you serve your administration as an audiovisual consultant or advisor on matters of improving physical facilities of classrooms in terms of acoustics, light control, room darkening or ventilation?
15. Do you involve staff and patrons in establishing criteria for the selection of audiovisual materials and equipment?
16. Is clerical or technical help provided for preparing handbooks for patrons which describe the services of the AV center?

17. Do you provide equipment and materials for special programs, e.g. illiteracy, foreign born, unemployed.
18. Do you make available an extensive selection of audiovisual books and magazines as a professional library?
19. Do you provide facilities and consultative assistance in the planning and utilization of materials and equipment?
20. Is clerical or technical help provided for the regular checking of audiovisual sources or indexes?
21. Do you provide operators for equipment operation in public programs held at the library?
22. Do you serve your patrons as an audiovisual consultant or advisor on matters of program planning?
23. If you provide facilities and opportunities for the audiovisual inservice training of staff and patrons, do you utilize demonstrations on the preparation and uses of materials?
24. Do you provide publicity through appropriate media about the activities and services of the audiovisual center?
25. Do you provide facilities and consultative assistance to staff and patrons in the preparation and production of audiovisual materials?